

THE CANADIAN *Modern Language Review*



Feature Articles

WHY TEACH A FOREIGN LANGUAGE?

J. G. Althouse

THE TEACHING OF ENGLISH AND FRENCH
IN NEW BRUNSWICK

Léopold Taillon

REMARQUES SUR LE PASSIF—II.

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VOLUME IV. — SPRING AND SUMMER, 1948 — NUMBERS 3 & 4



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Why Teach A Foreign Language?

*An address delivered by Dr. J. G. Althouse, Director of Education
for the Province of Ontario, before the Annual Convention of the
Ontario Modern Language Teachers' Association, March 30, 1948.*

THERE are two good reasons for inviting your attention to this question to-day. The first is that we are all awaiting a report from the Royal Commission which is confidently expected to write a new chapter in the history of education in this province. Undoubtedly, one section of that chapter will be devoted to school curricula, and it is now abundantly clear that new curricula will involve not only additions but also deletions. It is no longer enough to ask what new material should be added to school courses; we must also consider what old, or traditional, material should be discarded.

At this point I do beg, most earnestly, that you will not read more into my words than is there. To-day I am asking, "Why teach a foreign language?" because I am addressing a language section. Were I speaking to a mathematics section, a science section, an English section, a social studies section (to name only the most respectably enshrined subjects!), I should invite each of these to a similar consideration of the reasons for continuing its particular branch of studies.

It is not the propriety of language teaching in particular that I am questioning. I am saying most definitely that no subject or group of subjects can claim a place in the school curriculum of to-morrow, unless its advocates are able and willing to show the part it can play in the development of intelligent, wholesome individuals and responsible citizens.

You are presumably advocates of language study. I leave the justification of that type of study to you. I leave it with confidence and without prejudice—but also without any promise of special favour. I would do the same with any other group of subject specialists.

The second cause of grave concern about the reasons you may enunciate for teaching a foreign language, is that a means without an end is meaningless. Traditionally, this section has been devoted to the improvement of teaching techniques. Such techniques are significant only by reference to their objectives. What you will teach and how you will teach it are determined by the aim of your teaching.

For many years the effectiveness of language teaching in this province was seldom questioned. When finally it was questioned, the point of the criticism was, quite properly, the aim of the whole procedure, and it was found that the so-called grammatical approach was really more closely akin to logic or even to philosophy than to the comprehension or use of language. I shall not take time to show how consistent this was with the theory of formal discipline which then prevailed, but it is worth noting that this intellectual objective tended to produce and perpetuate a rather complacent satisfaction with the highly systematic but artificial type of language study familiar to most of us in our childhood.

We are all familiar, too, with the uncertainty and insecurity which followed the abandoning of the old grammatical aim of teaching French. The continuance of that uncertainty and insecurity has been due in large measure to our inability to agree upon any other simple aim.

It is true, of course, that formally we did agree upon the reading approach, some years ago; but it is also true that, despite that formal agreement, well-defined and powerful groups have never concealed their mental reservations over the agreement, and have urged the inclusion of two other aims—aims closely akin but not identical—*aural* comprehension and *oral* mastery. Candor compels the admission that many language teachers lacked the knowledge and facility to make the reading approach lead to the understanding and use of the spoken language and they, naturally enough, resented any departure from the two fields of their subject in which they were sure of themselves—the fields of grammar and of translation.

It is not surprising, then, to find a general desire for some simplification of the problem of the aim of language teaching. Still less surprising is it to discover that a considerable number of teachers have found that simplification in the frank preparation of their candidates to pass the Departmental Grade XIII examination papers.

Now, I have no desire to be pedantic or hypocritical, still less to launch into loose invectives against those teachers who keep a jealous eye upon the examination records of their students. As long as the universities prescribe specific subjects for admission to highly-esteemed courses, just so long will teachers feel it a part of their plain duty to prepare candidates to pass the required tests. When the esteemed university courses are specially attractive to students whose chief interest lies elsewhere than in languages, then it is clear that language requirements for entrance to those courses must continue to pose a difficult problem for language teachers—how to prepare non-linguists to pass serious language tests.

It would be grossly unfair to language teachers to condemn them for trying to grapple with this problem—it would be unfair to condemn them for recognizing as legitimate this utilitarian aim of passing prescribed examinations in order to gain access to a coveted opportunity of further study (an opportunity which, be it noted, does not involve further language entanglements!). Condemnation is invited by the teacher only when he fails to distinguish between the non-linguists who are seeking entrance credits to a non-language course, and the other pupils in his classes, who presumably have more interest and, sometimes at any rate, greater ability in languages.

It might, of course, be enlightening to university committees on admission, if a university research organization were to conduct a study of the effect of language cramming, for entrance purposes, upon the ultimate effectiveness of a science or mathematics student. This study would have to be carried on by a university research agency, lest its findings should be suspected and discredited. Until such a study is made—or as long as

the universities continue to require language qualifications from those who have little or no interest in languages—we shall have to include in our reasons for teaching a foreign language in secondary schools the necessity of ensuring to uninterested and even ungifted students the right of access to courses in which they will no longer encounter any language but their own.

Again, however, I repeat—to treat all students as if they belonged to this group—to subject them all to the pedestrian and even painful process of examination cramming—is to cripple the potential powers of many; it is to reduce to its lowest and least useful terms a mode of development which, for a good many boys and girls, is capable of nobler and wider use. Clearly, any practical definition of the reasons for teaching a foreign language reveals the initial necessity of the recognition of different types of students in almost any class—and that means, of course, a flexibility of aim and of treatment which calls for clear analysis and great resourcefulness. There must be different aims for language teaching, depending on the kind of pupils to be taught. If I have spent an inordinate amount of time on the least inspiring reason for language teaching, it is to clarify this one point—that all teaching is for the sake of the pupil. For the least interested and least capable language student, the utilitarian aim must be to get him, as quickly as possible, past the language barriers which keep him from the kind of study that will do him more good.

But what of the fairly interested and of the very talented language student? Once you have detected these, what aims are proper for your teaching of them? For the talented student of languages, comprehension and the ability to communicate in the acquired language are obvious and attainable ends—too obvious to be complete. For comprehension and power of communication in a second language are but means to that mastery of the media of thoughts (i.e., words and sentences) which leads to an understanding of humanity itself. A feeling for words and for the significance of language is closely akin to spiritual development; nothing less than an approximation of this should satisfy you in your teaching of the really talented. Wise beyond the common run of pedagogues are you, if you refuse to tie down such a talented pupil to plodding, pedestrian learning, but rather encourage him to leap ahead at his own pace, providing the glimpses of new fields that are all he needs by way of incentive.

Yet, after all, our classes consist not merely of non-linguists, impatient to be at more congenial tasks, and talented linguists, equally impatient of slow, painful progress. In truth, they contain only a handful of each—the great bulk of our pupils are quite ordinary persons of average ability, capable of mild enthusiasm or of patient distaste for languages. At what shall we aim with these?

On the theory that nothing succeeds like success, it is the part of practical wisdom to seek to give them some sense of mastery of the new language—and that right early. Ability to use the language as a means of

communicating thoughts and ideas is surely indicated. And this communication is a two-way street. The ordinary student of languages is interested when he can understand what is meant by the user of the language—he is even thrilled when he can make himself understood in that language.

Here, of course, the learner who has a chance to practise his new-found acquisition is at a great advantage. For most learners, the teacher is the only accessible user of the second language. This is unfortunate, but true. It has implications. It means that the ordinary learner cannot be expected to know what the teacher has neglected or failed to teach him. It means that the teacher's imperfections are likely to be perpetuated and emphasized.

A realization of this fact might lead us to be less pedantic in our insistence upon the fetish of accuracy, which is a direct legacy from our traditional obsession with grammar. If comprehension is to be attained with the speed that is necessary to arouse and maintain interest, we cannot take time to treat every deviation as if it were of supreme importance. If our learners, with their clumsy Anglo-Saxon articulation, are to make themselves understood in another tongue, they must be brought to essay the feat before they are certain of complete success. As a matter of fact, most of the foreigners, whose linguistic facility is at once our admiration and despair, speak English with certain limitations; but these do not prevent them from making themselves intelligible and even interesting to us. So our pupils must be ready to speak a second language without too much concern about initial limitations. After the first plunge, they will improve in proportion to the determination they display in seizing every opportunity for practice.

I see that I have said little about reading and less about translation. This does not worry me over-much. For I believe that oral mastery and facility will react favourably upon reading ability, and that translation is a poor substitute for comprehension. In saying this, I am aware that I am bidding a reluctant and nostalgic adieu to one of the most effective modes of teaching English that our best secondary schools have devised—the mode of translation. For in translation the able student has something to say (or to write) in English; he has an example of effective expression in the foreign language, and our best language teachers have insisted upon some felicity as well as some fluency in the English version.

Much of this is lost in reading for comprehension and in using the foreign language as far as possible in discussing the passage under examination. That is unfortunate for the teaching of English, but I can hardly believe that this loss, serious as it is, is a valid reason for continuing to decline to comprehend the foreign language without the intermediate step of translation.

In discussing the aim of teaching a foreign language, I perceive that I have not simplified your problem. Perhaps I have even complicated it. For I have contended that in the ordinary secondary school class you will

have at least three recognizable groups, and that you should have a different aim for each—and, further, that the different aims demand different treatments or modes of teaching. You have always the generally intelligent pupil with no special interest in language whose objective is to pass an examination and be done with the subject. If you cannot arouse a real interest in language, you at least owe this student sympathetic, intelligent help in meeting his limited objective. You have, too, a large group of quite ordinary pupils, whose interest in language it is possible to arouse and maintain. For these, the practical aim is surely comprehension and ability to communicate in the language. With these, it is well to remember that time is a factor in the satisfaction that comes from achievement. If a degree of accuracy must be sacrificed to maintain interest and the sense of achievement, make the sacrifice deliberately and as cheerfully as your nature will permit. Then you have also the few who have a talent for languages. With these, no aim but the highest is enough. Comprehension and interest must lead on to the true humanism, the interest in man's deepest thoughts and in his finest expression of them—and this means a development that is aesthetic and moral, just as truly as it is intellectual.

Even yet I have concealed the most baffling complexity of the whole situation. You will recognize it, of course. It is the fact that none of these groups is mutually exclusive; there are perplexing border-line cases that simply refuse to be classified. Some of these mislead you at the start and force you to revise your early assessment of them.

Despite these complexities and difficulties, the language teacher is fortunate in his subject matter. He deals with the record of human thought, imagination, and conduct. What man has thought and done can be of supreme importance to other men, in other places, and at other times. To-day, as never before, the world is coming to recognize this fact. Languages need not be a wall between us. They can be an opening door. You are the door-keepers for Canada's children.

J. G. ALTHOUSE.

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THE TEACHING OF ENGLISH AND FRENCH AS SECOND LANGUAGES IN THE NEW BRUNSWICK PUBLIC SCHOOLS

By LÉOPOLD TAILLON, *St. Joseph's University, N.B.*

According to the latest official figures available from the 1947 Report of the Department of Education of New Brunswick, its present public school population is close to 87,000 pupils. Assuming that the data of the 1941 Census regarding the bi-ethnic composition of the total population of the province holds good for its school population, we may prorate the latter as follows: Some 56,000, or approximately 65 per cent, are of English origin or English-speaking; about 31,000, or 35 per cent (a very conservative estimate) are of French origin or French-speaking. In the former group are included the foreigners—some 1,500 at most—presumed to be predominantly English-speaking.

AIMS

As regards the cultural and social aims of the teaching of either English or French as a second language, the official guidance applies equally to both groups. A notable variation would seem to occur with regard to the immediate aims officially advocated and the standards of achievement assigned to each group.

A *practical knowledge* of French is expected from English-speaking pupils, so they may readily understand, speak, read, and write it *in at least its simpler forms*. To achieve that rather modest objective, previous to September, 1947, the English-speaking pupils were invited to undertake the study of French in Grade VII. If I am well informed, a rather small percentage of them used to take that optional subject prior to Grade IX. From that grade onward, some 6,000 pupils—or approximately eleven per cent of the group—probably did.

More recently, special legislation of the Department of Education has provided that the initiation of English-speaking pupils to French may, and even should, begin in Grade V. When this expectation has fully materialized, there should be some 30,000 pupils—approximately 55 per cent of the group concerned—studying French.

French-speaking pupils are expected to learn to understand, speak, read, and write English *with facility and accuracy*. Accordingly, the Programme of Studies recommends that they be initiated to English as early as the second term of Grade I. I am told that this initiation has been postponed to Grade II. Granted that the oral initiation actually enforced in Grades I and II may not amount to much, there remain some 30,000 French-speaking pupils—approximately 66 per cent of the group—who are obliged to study English from Grade III onward. Such premature bilingualism would seem to be a corollary to a long-established school set-up, whereby more knowledge of the second language is required of French-speaking high-school *candidates* than was formerly expected of English-speaking high school *graduates*.

As a matter of fact, nothing short of a miracle is expected from French-speaking pupils—and from their teachers as well. From Grade VII onward there is ONLY ONE official programme of English language study for all pupils, whatever their respective mother tongue may be. With the exception of an optional French paper recently introduced for the French-speaking pupils, the matriculation examinations are identical—as if all candidates were English-speaking. Consequently, in order to qualify themselves for Grade IX and hold their own from then on, French-speaking boys and girls must have previously mastered as much English as their comrades who learned it at their mother's knee. A rather prohibitive challenge! For the majority of the children of the minority group, this Utopian system of school bilingualism means either the sacrifice of their mother tongue or their opportunity of securing a high school education.

METHODS

The New Brunswick teachers are urged to teach the second language to beginners as directly as possible, according to the well-known principles of the so-called Direct or Conversational Method. The Programme of Studies avoids committing itself as to which method should be employed beyond the initiation stage. The authors honestly confess that "as yet there is not a general consensus of opinion concerning the best method to use" in teaching foreign languages. They believe that methods are likely to vary according to the objectives pursued. Accordingly, although they advocate the use of the direct method generally, they refrain from going "all out" for it.

It would seem that they are not so sure that the so-called direct procedure is either logical or practicable in all grades and under all classroom conditions, especially as regards the abstract part of the language. Very probably they also realize that many text-books in use—which obviously postulate a mixed method of some kind—can not easily be integrated into ONE method. Hence the vagueness of official guidance in this matter.

While advising teachers to avoid translation as much as possible, the Programme of Studies permits considerable use of it for the following purposes: (a) As a way of obtaining meanings; (b) as a drill; (c) with a view to comparing certain English and French expressions. It does acknowledge that the process whereby the child may acquire the meanings of foreign words and expressions without referring to the mother tongue "is usually long, difficult, and quite complicated." Accordingly, teachers are advised that "translation must not be discarded altogether," that "it has some value if used sparingly, at the proper time and in the right way."

This concession reflects the discerning and moderate views of men who did not allow themselves to be swayed by extremist reactions. Very likely the authors of the Programme of Studies do not accept the pedagogical supposition that the elementary student can effectively be taught TO THINK in the foreign language. Accordingly, and they are to be

congratulated for it, they advocate—or at least permit—a middle course. It is too bad that they have too modestly avoided a definite expression of their views regarding the most commendable kind of translation and how a suitable version or theme should be used “at the proper time and in the right way.” If teachers are to make an enlightened use of a “mixed” method, they need more than a statement of general principles on that essential topic.

In the absence of adequate guidance in this regard, one has to teach to the best of his (or her) ability. More often than not—especially when textbooks in use can not easily be integrated into ONE method—this is likely to result in off-the-mark and very dull teaching. Thus motivation is stifled; success jeopardized. This has not been an unusual situation in connection with the teaching of the second language in the public schools of New Brunswick beyond the initiation stage.

Gratifying improvements are in the making. Spinks and Millis' excellent *French Storybook Grammar* and Jeanneret and St. John's commendable *Cours Primaire de français* have lately been adopted in the province. In my humble opinion this is a very wise move. These textbooks obviously employ mixed methods, but of the kind considered most commendable by leading linguists. They contain interesting and well graduated texts or dialogues in the foreign language, on which are centred all class exercises. In keeping with the essential theme of imitation, the exercises are aimed at imparting an active, speaking or centrifugal knowledge of the contents of the texts studied. This provides the maximum of motivation, because it fosters continually what the pupils need most for the attainment of that end—the feeling of achievement.

RESULTS

If I am well informed, a fair knowledge of French is about all that the majority of English-speaking students have thus far managed to acquire in the high school stage.

By dint of exposure to and immersion in the second language, French-speaking pupils generally succeed in learning to speak and write English with a certain degree of facility, and even accuracy. This is generally true of those who live in a bilingual atmosphere. In such cases it frequently happens that 'teen-age boys and girls become more conversant with the second tongue than with their own mother tongue. As a matter of fact many French-speaking pupils of Grades VII and VIII are better prepared to pursue higher studies from English texts than from French ones. One might wonder whether this is not a success in reverse.

It has been officially acknowledged and deplored that French-speaking children are at a linguistic disadvantage in the New Brunswick Public Schools; that the actual school set-up excels at producing premature would-be graduates, who may have a smattering of both official languages, but no worth-while or solid knowledge of either. Official records reveal that the premature and excessive bilingualism enforced upon the French-

speaking pupils early discourages many from attending school. Hardly four out of ten ever reach Grade VI—compared to seven for every ten English-speaking pupils. The mortality rate is still more alarming in the higher grades. Hardly fifteen per cent of the total French-speaking school population is to be found in Grade VII or upwards—compared to some fifty per cent of the English-speaking. Were it not for the fact that a good number of the former group may and do benefit from high school education in private institutions—Convents and Colleges—the discrepancy would be still more appalling.

All in all, it would seem that the results of second language teaching in New Brunswick are none too gratifying. While too little used to be expected too late from one group, too much was expected too early from the other. At any rate, in connection with the latter group, the cramming involved has proved anew that too much of a good thing is unhealthful.

CONCLUSION

As has been pointed out, timely readjustments of aims and methods have lately materialized in connection with the teaching of French to English-speaking pupils. This probably foretells that similar improvement is in the offing in the teaching of English to French-speaking pupils. Quite obviously, because aims transcend methods, adequate rectification of the former is here most imperative. If we want to be realistic, Utopian aims must first be dealt with—even if it should necessitate a considerable re-organization in a long-established and revered school set-up.

The very able and earnest men who at present control the destinies of education in New Brunswick, seem most eager to extend high school facilities to every child of the province. They deserve high praise for the notable work they have already done in that direction. They are entitled to our sympathetic understanding and our collaboration with them in their challenging task of providing equal educational opportunities for all. This is far from easy, it must be acknowledged, in a bi-ethnic country or province, where ideal unity and strength cannot be realized except through harmony in diversity.

Accordingly, a true Canadian policy of education postulates that the two chief ethnical groups of children may compete on a friendly basis in all grades, on equal terms. A linguistic bottleneck has thus far prevented the majority of the children of the minority group from obtaining a high school education. Unless this bottleneck is removed from their path, there is little likelihood that high school educational facilities will ever effectively be placed within their reach. Unless a re-organization is effected in the present school set-up, where the difficulty originates, all else may prove to be but wishful thinking.

The New Brunswick Department of Education is implementing, in all fields of education, an improvement programme which is likely to be epoch-making in the history of education in Canada.

When proper clarification and rectification of the aims and the correlated readjustments of the curriculum have materialized it should be relatively easy to provide all teachers with the tools they need to carry out successfully a well-balanced programme of second language teaching.

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du 2 juillet au 19 août

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La Création de la Quatrième République, par le Directeur, M. Vincent Guilloton, qui a passé une partie de l'année en France; *Les Relations littéraires entre la France et L'Angleterre, du 18e siècle au présent*, par le Visiting Professor, M. Albert Farmer; *Marcel Proust et André Gide*, par M. Daniel Gallois, de Paris; *Le Théâtre contemporain*, par M. Maurice Coindreau, de Princeton; *Le Roman contemporain*, par M. Jean Boorsch, de Yale.



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REMARQUES SUR LE PASSIF EN FRANCAIS

Deuxième Partie

Comme il ressort de ce que nous avons dit jusqu'ici, ceux d'entre les verbes français qui sont susceptibles d'exprimer l'action subie se divisent en deux catégories assez distinctes:

1. Verbes qui, sous la forme passive du présent et de l'imparfait, expriment *toujours* un passif, c'est-à-dire une action subie "qui se déroule à l'époque marquée par le temps du verbe *être*"¹ et que nous avons appelés "verbes imperfectifs"; et
2. Verbes qui, sous la forme passive du présent et de l'imparfait *peuvent*, le contexte y aidant, exprimer une action subie se déroulant à l'époque indiquée par le verbe *être*,² mais qui le plus souvent n'expriment qu'un état de choses, résultat d'une action déjà terminée, c'est-à-dire d'une action antérieure au temps marqué par le verbe *être*. Ce sont des verbes perfectifs.

Pour ce qui est des verbes de la première catégorie, nous pourrions dire tout de suite que sous la forme passive de *n'importe quel temps* ils expriment *toujours* un passif qui a lieu à l'époque marquée par le temps du verbe *être*.

Ainsi, "je suis aimé" a comme équivalent logique "on m'aime" et aux formes:

j'ai été aimé	correspondent	on m'a aimé
j'étais aimé	toujours les	on m'aimait
j'avais été aimé	formes:	on m'avait aimé
je fus aimé		on m'aima
je serai aimé		on m'aimera
etc.		etc.

On voit bien pourquoi on "aime" se servir du cerbe *aimer* toutes les fois qu'il s'agit d'établir les paradigmes du passif. On s'en tient d'habitude, pour le passif, à un verbe en *-er*. Pour les verbes en *-ir*, le choix pourrait se porter tout aussi heureusement sur le verbe *haïr* qui est lui aussi un verbe imperfectif. Mais que dire des verbes *punir*, *servir*, *choisir*? "Je suis servi," nous l'avons vu, peut signifier logiquement deux choses: "on me sert" et "on m'a servi," et il en est de même pour "je suis puni" et "je suis choisi." Ce sont donc des verbes que les grammairiens évitent volontiers en parlant du passif. Theodor Engwer et, à sa suite, Eugen Lerch, s'élèvent contre cette habitude de messieurs les syntacticiens qui ne choisissent que des verbes imperfectifs en donnant les paradigmes du passif. Tenant compte de ce que ni l'un ni l'autre ne sont des Français, je suppose qu'ils sont portés, comme nous du reste, à envisager les problèmes de syntaxe française sous une lumière pédagogique. Et, en effet, si l'on donnait les formes passives du verbe *punir*, ou de n'importe quel autre verbe perfectif, il faudrait tenir compte du double sens que ce genre de verbe peut avoir au présent, à l'imparfait, et quelquefois au futur:

"Je suis (vous êtes, il est) puni" peuvent se traduire:

On me (vous, le) punit,

ou bien: On m'a (vous a, l'a) puni;

"J'étais (vous étiez, il était) puni" peuvent se traduire:

On me (vous, le) punissait,

ou bien: On m'avait (vous avait, l'avait) puni;

et "il sera puni" signifiera soit "on le punira" soit "on l'aura puni" au gré du contexte.

Mais que dire des autres formes de ce même verbe? Si je dis: "J'ai été puni" (ou "je fus puni"), j'exprime une idée dont l'équivalent logique ne peut être que "on m'a puni" (ou "on me punit"); donc, au passé indéfini et au passé simple ce verbe n'a plus le double sens qu'il a au présent et à l'imparfait, etc.³ Il n'exprime plus alors un état de choses, mais bien une action subie, un véritable passif.

On voit alors que les verbes perfectifs, dont la nature est d'exprimer le plus souvent au présent et à l'imparfait un état plutôt qu'une action subie, n'expriment sous d'autres formes que le passif, et cela d'une façon régulière.⁴ Le vrai problème du passif de cette catégorie de verbes ne se pose donc que pour le présent et pour l'imparfait, et en certains cas pour le futur. Nous parlerons de ce dernier temps un peu plus loin; pour le moment, examinons quelques exemples (choisis uniquement parmi les verbes perfectifs) où nous avons affaire à de véritables passifs:

1. L'infinitif. Il est difficile de ne pas voir un vrai passif (action subie et non pas état) dès qu'il s'agit de l'infinitif:⁵

Tous les hommes la regardaient, demandaient son nom, cherchaient à *être présentés*.—*La Parure*, p. 22.

Maître Hauchecorne fut pris d'une sorte de honte d'*être vu* ainsi, par son ennemi, cherchant dans la crotte un bout de ficelle.—*La Ficelle*, p. 29.

"Ma foi, me dis-je, mourir pour mourir, . . . autant *être pendu* que de laisser ses os en plein champ."—*Montre*, p. 57.

On entendit ensuite Annette, qui déclara simplement *avoir été si troublée* qu'elle ne se souvenait de rien.—*Ibid.*, p. 58.

Il exigea d'*être introduit* auprès d'elle.—*Requisitionnaire*, p. 87.

La crainte d'*être surpris* par un ouragan. . . —*Ibid.*, p. 92.

En effet, on voit bien qu'il peut y avoir une grande différence entre pendre et être pendu, entre tuer et être tué; et il est évident qu'en ce qui concerne l'infinitif, il n'est pas toujours désirable, ni même possible d'avoir recours à des substituts pour le passif. La langue a besoin de cette forme.

2. Le subjonctif. Etant donné que l'idée de temps est très faible dans ce mode, il est tout naturel que l'action exprimée par le verbe au subjonctif se réduise à sa notion la plus déterminée; la notion *action* l'emportera donc souvent⁶ sur la notion *état*. On peut dire, par exemple, en parlant d'un groupe de délégués, qu'ils *sont rassemblés*, et par là, on laissera entendre qu'il s'agit d'un état de choses, résultat d'une action accomplie. Mais pour peu que la merlette blanche se montre exigeante au sujet de ses noces, qu'elle veut magnifiques, elle dira (*Merle blanc*, p. 150):

"Je veux que tout ce qu'il y a en France de merles un peu bien nés y *soient rassemblés*."

et alors il s'agira bien d'une action subie—en d'autres termes, nous aurons affaire à un véritable passif. On pourrait multiplier à volonté des cas analogues:

Il *est invité* - en face de: Je tiens à ce qu'il *soit invité*.

Le compte *est réglé* - en face de: Mieux vaut que le compte *soit réglé*, à l'instant,

et ainsi de suite. Il en est de même lorsque le subjonctif est employé dans une principale: la phrase "elle est punie" peut avoir le double sens des verbes perfectifs, mais lorsque le malheureux merle blanc s'écrie (*Merle blanc*, p. 133):

"... que ma mère n'en soit pas punie,"

cela ne peut signifier qu'une seule chose, c'est bien le passif qu'expriment les mots *soit punie*. Même remarque pour la phrase "*Bénis soient les malheurs que j'ai éprouvés*" (*ibid.*, p. 150) et quantité d'autres expressions du même genre:

Soit dit en passant . . .

Que ce soit entendu
etc.

3. L'impératif. Les formes propres de l'impératif ont forcément une tendance analogue à souligner l'action subie dans les verbes imperfectifs:

Soyez-en convaincu

Soyez remercié⁷

4. La forme en -rais.⁸ Cette forme fait assez souvent ressortir l'idée du passif:⁹

Si le hasard venait de me livrer le sort de l'assassin, . . . mes pauvres camarades *seraient sauvés* (= cela sauverait mes camarades).—*Montre*, p. 60.

Mais comment interpréter le même verbe dans la phrase suivante de Guy de Maupassant: "Prisonnier! Il *serait sauvé, nourri, logé* . . . à l'abri des balles et des sabres"¹⁰ On peut certes traduire: "on le nourrirait . . . on le logerait" mais il semble bien que "il serait sauvé" se prête difficilement à l'interprétation "on le sauverait." C'est que le participe *sauvé* a, dans cette phrase, comme la valeur d'un attribut d'où toute idée d'action s'est évanouie; *sauvé* serait ici à mettre en parallèle avec *à l'abri des balles*.

5. Le futur. Le futur, nous l'avons déjà dit, n'exclue pas la double valeur de la forme passive. Pourtant, il semble souligner la plupart du temps l'idée d'action dans les verbes perfectifs:

Vous serez fusillé dans deux heures.—*Moulin*, p. 113.

L'explication de ce fait ne serait-elle pas que le futur marque souvent une intention, une action voulue, qui souligne l'action même exprimée par le verbe et non pas l'état, résultat de l'action. Les exemples suivants, que je prends encore dans le livre de Theodor Engwer, nous font voir avec évidence comment l'intention, exprimée par le futur, fait ressortir, dans les verbes perfectifs, l'idée d'une action subie:

Sur ce drapeau, je te fais un serment, qui *sera tenu*,

Rassurez-vous, votre commission *sera faite*,

Votre décret *sera signé* demain

Faut-il ajouter que l'on se trouve en présence de phénomènes tout à fait semblables dans les complétives de style indirect:

Il m'a promis que ma commission *serait faite*, etc.

6. Passé indéfini et passé simple. Ici, nous n'avons qu'à répéter ce que nous avons déjà affirmé: la forme *être* + *participe passé* des verbes perfectifs n'a pas, au passé indéfini, et au passé défini, le double sens

qu'elle peut avoir au présent et à l'imparfait.¹¹ Si on dit: "Cette maison *était construite* en 1908, on laisse entendre qu'elle a dû être construite avant cette date; mais si on dit: "Cette maison *a été (fut) construite* en 1908," le doute n'est plus possible, c'est bien dans le courant de l'année 1908 qu'on l'a construite.

Tout cela, objectera-t-on peut-être, n'a rien d'extraordinaire; tout le monde le sait. Tout le monde le sait, j'en conviens; mais on n'en tient pas suffisamment compte lorsqu'on parle des soi-disant substituts du passif. Qui ne voit, en effet, que si l'on éprouve le besoin d'avoir recours à des substituts, ce doit être surtout à fin d'éviter l'équivoque, et pour s'exprimer avec un maximum de précision et de clarté. À ce compte-là, on désirerait sans doute éviter le présent et l'imparfait de la forme *être + participe passé* toutes les fois que le contexte serait insuffisant pour marquer qu'il s'agit bien d'une action subie. Mais lorsqu'on a affaire au passé indéfini (ou au passé défini) de cette catégorie de verbes, point n'est besoin d'aller chercher des substituts du passif.¹² Dans ces conditions, on s'attendrait à remarquer un emploi assez fréquent de ces deux temps du passif, et en effet on n'en finirait pas de citer (rien que pour les *French Short Stories*) les nombreux exemples qu'on en trouve. En voici seulement quelques-uns;

Il paraît qu'une nuit Jean de Milan, avec les Trois rois et la Poussinière *furent invités* à la noce d'une étoile de leurs amies.—*Etoiles*, p. 7.

. . . . il *fut* un jour *envoyé* en reconnaissance.—*Walter Schnaffs*, p. 9.

Il *fut relevé, ficelé* sur une chaise, et *examiné* avec une vive curiosité par ses vainqueurs.—*Ibid.*, p. 15.

La prison *fut ouverte* le château *fut repris* le Colonel *fut décoré*.—*Ibid.*, p. 16-7.

Maitre Hauchecorne en *fut informé*.—*Ficelle*, p. 33.

J'ai été laissé pour mort par des voleurs. *J'ai été condamné*, comme insurgé, à être pendu en Amérique, et *jeté* à la mer du pont d'un bâtiment sur les côtes de la Chine.—*La Peur*, p. 37.

Heureusement que *nous avons été recueillis* . . . par un charbonnier anglais.—*Ibid.*, p. 36.

Le pro-recteur *a été assassiné* dans la bibliothèque.—*Montre du Doyen*, p. 46.

Je veux bien croire qu'un crime *a été commis* ce soir dans notre quartier.—*Ibid.*, p. 50.

Sa femme *a été massacrée* . . . ses enfants *égorgés* . . . sa maison *pillée* de fond en comble.—*Ibid.*, p. 54.

Cette plaisanterie *fut prudemment hasardée*.—*Requisitionnaire*, p. 86.

Tout *fut préparé* pour une résistance énergique.—*Moulin*, p. 109. Les exemples de cette sorte, on le voit, ne manquent pas; d'où l'on peut conclure que le passif est employé et même très employé en français.

Venons-en maintenant à la considération de quelques cas particuliers.

On affirme d'habitude que les verbes transitifs indirects n'ont pas de passif.¹³ Pourtant, sous la forme impersonnelle, il n'est pas rare de trouver la forme passive de cette catégorie de verbes, par exemple:

Il m'a été dit que la chose était possible,
Il m'a été annoncé que . . .
etc.

Dans le style officiel et administratif on se sert abondamment de toutes sortes de passifs impersonnels:

Il est fait assavoir aux habitants de Goderville . . . qu'il a été perdu ce matin . . . un portefeuille en cuir noir.—*Ficelle*, p. 30.
Une plus longue et plus complète discussion du passif demanderait une analyse de tous les verbes qui n'admettent le passif que d'une façon particulière. Il y en a beaucoup, par exemple, qui ne l'admettent qu'à la troisième personne,¹⁴ et d'autres dont l'emploi au passif est assez exceptionnel, tels que *lire*, *croire*, *savoir*, *avoir*, etc.:

Et il se fâchait, s'exaspérant, enfiévré, désolé de n'être pas cru.—*Ibid.*, p. 33.

C'est un auteur qui *est très lu*, à l'heure actuelle. . . .

Le langage archaïque des dictons et proverbes fournit quelquefois des exemples curieux:

Tel *est eu* qui croit avoir . . .¹⁵

On peut parler d'un poème qui *est su* par cœur, et Albert Thibaudet affirme qu'*"être sue* par cœur, c'est pour la poésie la seule manière profonde et vraie de vivre."¹⁵

Voilà, très brièvement, quelques considérations sur l'emploi du passif en français. En conclusion je voudrais dire quelques mots sur la construction avec *on* pour sujet. Tout le long de cet article nous avons indiqué une équivalence purement *logique* entre un passif, tel, par exemple: *il est aimé*, et la forme *on l'aime*. On dit communément que celle-ci est un substitut du passif; mais il n'est que trop évident d'après ce que nous avons montré jusqu'ici, qu'une expression comme *il est aimé* qui marque toujours un passif dont le temps est celui du verbe *être*, n'a pas besoin d'un substitut, et nous en avons dit autant des verbes perfectifs pour tous les temps autres que le présent et l'imparfait. Aussi, dans l'ouvrage que nous avons tant de fois cité au cours de cet article, Theodor Engwer s'élève-t-il avec raison contre le terme *substitut du passif*; et Eugen Lerch renchérit là-dessus dans la longue discussion qu'il a consacrée au même livre.¹⁶ Pour eux le terme *forme concurrente* est préférable. Et, en effet, l'équivalence logique qui existe entre *il est aimé* et *on l'aime* pourrait ne pas être une équivalence psychologique ou même stylistique: ce serait donc souvent à tort qu'on traduirait l'un par l'autre. A ce propos Engwer cite avec un excellent commentaire un passage du *Crime de Sylvestre Bonnard*. Jeanne se plaint devant le vieux Bonnard: "Quand je suis punie, dit-elle, je n'ai plus d'autorité sur les petits," et celui-ci la console en lui disant: "Vous êtes à la fois élève et maîtresse. C'est un état fréquent dans le monde. *On vous punit* et vous punissez." Engwer observe très finement

qu'ici nous avons deux états d'esprit très opposés de leur nature : la jeune fille, sous le coup d'une forte émotion, exprime des sentiments très personnels - c'est son moi qui est en cause : "quand je suis punie." Mais Sylvestre Bonnard ramène ce sentiment à une observation sur la vie en général qu'il peut juger dans le calme, et avec l'objectivité que seule une longue expérience de la vie peut donner : "C'est un état fréquent dans le monde. *On vous punit* et vous punissez." On imaginerait difficilement la jeune fille disant dans son état d'exaspération : "Quand *on* me punit"; s'il l'avait fait parler de la sorte, Anatole France aurait trahi la vérité psychologique.

Pour des raisons analogues, Maupassant fait dire au personnage qui raconte ses aventures dans *la Peur* (p. 37) : "J'ai traversé bien des hasards, bien des aventures qui semblaient mortelles. Je me suis battu souvent. *J'ai été laissé* pour mort par des voleurs. *J'ai été condamné* . . . à être pendu en Amérique . . ." C'est lui-même que ce personnage raconte et ce serait trahir également la vérité psychologique (pour ne rien dire des considérations stylistiques) de lui faire dire : "des voleurs *m'ont laissé* pour mort . . . *on m'a condamné* à être pendu, etc."

Et finalement, il ne faut pas oublier que le *on* pronominal peut lui aussi être le sujet d'un verbe au passif :

On est prié de le rapporter . . . à la mairie.—*Ficelle*, p. 30.

On est volé à la Bourse, comme *on est tué* à la guerre, par des gens qu'on ne voit pas.—Alfred Capus, *La Bourse ou la Vie*.¹⁵

(1) Gougenheim, op. cit., p. 222.

(2) Exemple : "A l'heure précise où Mme de Dey mourait à Carentan, son fils était fusillé (= on le fusillait, on était en train de le fusiller) dans le Morbihan."—"Réquisitionnaire," p. 97.

(3) Pourtant, dans une subordonnée, après lorsque, après que, etc., ce n'est plus le cas : "Et donc, le lendemain, après que vêpres, furent dites, Tistet Védène fit son entrée dans la cour du palais papal.—Daudet : "La Mule du Pape."

(4) Même ici, le contexte peut faire reparaitre l'idée d'un état. Dans un excellent livre paru tout récemment ("Précis de Syntaxe du français contemporain" par Walther von Wartburg et Paul Zumthor, Berne, 1947) on trouve à ce sujet les deux phrases suivantes (p. 13) :

La fenêtre a été ouverte trop longtemps et,

La fenêtre a été ouverte trop tôt;

"On constate, observent les auteurs de ce livre, que la première, indiquant que la fenêtre est restée un certain temps ouverte, est une phrase d'état formée à l'aide du verbe copule et d'un participe en fonction d'adjectif : elle n'est donc pas un passif; dans la seconde au contraire l'idée importante est que la fenêtre a subi l'action d'ouvrir, action due à l'intervention d'un agent qui n'est pas nommé, mais à l'existence duquel la pensée se réfère : cette phrase est un passif."

(5) Quelle que soit, d'ailleurs, la nature du verbe. Voici, du reste des exemples de verbes imperfectifs : "Elle eût tant désiré plaire, être enviée, être séduisante et recherchée." ("Parure," p. 19). Au présent de l'indicatif ces verbes nous donnent de véritables passifs : elle est enviée . . . recherchée.

(6) Pas toujours; on peut regretter un état de choses : "Je regrette qu'il ne soit pas invité (= qu'on ne l'ait pas invité).

(7) Cf. Theodor Engwer, op. cit.

(8) Le mot conditionnel, pour désigner cette forme du verbe a fait son temps, semble-t-il. Cf. R.-L. Wagner, "Les phrases hypothétiques; Paris, Droz, 1939; p. 19.



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- (9) Les phrases hypothétiques peuvent se présenter, on le sait, sous la forme du plus-que-parfait du subjonctif: "tout le quartier en eût été éveillé," ("Montre du Doyen," p. 56); s'ils n'eussent pas été liés déjà par le vœu de la nature . . ." ("Requisitionnaire," p. 84).
- (10) "Walter Schnaffs," p. 11.
- (11) Exception faite de certaines subordonnées, ainsi que nous l'avons indiqué plus haut.
- (12) Du moins en ce qui concerne la clarté et la précision de la pensée; on pourrait toujours avoir des raisons psychologiques ou stylistiques pour "éviter" le passif. Mais le français, en cela, n'a rien de particulier.
- (13) En citant toujours, comme exceptions à cette règle, les verbes pardonner et obéir; "Quand vous commanderez, vous serez obéi."—Racine, "Iphigénie," v. 1176 (Exemple cité par Gougenheim, op. cit.).
- (14) En ceci, bien entendu, le français n'a rien de particulier.
- (15) Exemples cités par Engwer, op. cit.
- (16) Eugen Lerch: "Vom französischen Passiv und seinen Konkurrenten." ("Die Neueren Sprachen, XLI, 1933; pp. 140-150).
- (17) Cité par Engwer, op. cit.

NOTE.—A propos des termes perfectifs et imperfectifs que nous avons employés dans cet article, il ne serait pas sans intérêt de citer, après Engwer et Max Kuttner, "Le Tretté de la Grammere Francoeze," de Louis Meigret, grammairien français du XVI^e siècle. Celui-ci parle, d'une part, de verbes qui expriment "l'acçon à continuité," et, d'autre part, de ceux dont la "sinification est telle q'elle denote perfection et fin accion." On voit bien que la distinction établie entre verbes imperfectifs et verbes perfectifs n'est pas récente. Voici du reste l'analyse que Maigret donne du verbe blesser (perfectif): "Un home blessé," dit-il, n'est pas un homme "q'on blesse"; "je suis blessé" ne s'explique pas par "on me blesse," mais "un home battu tou' les jours" peut se traduire "q'on bat."

NEW METHODS OF TEACHING FRENCH

Last summer I had the pleasure of attending the Laval Summer Course in French Teaching Methods. Since my arrival at Sault Ste. Marie Collegiate I have tried out (with some success) two of the methods advocated in the Summer Course, viz: (a) *L'enseignement motivé* or Location Teaching, and (b) Audio-visual teaching with films.

(a) Location Teaching—which is the Mohammed and the Mountain application of taking a class to the setting of a new vocabulary. In this particular case, early in the fall the class was taught, by direct and indirect methods, some 25-30 words pertaining to the school yards, the garden, the view from our hill overlooking the city and the St. Mary's River. The next period, the class gathered for a conducted tour in French around their school, much to the envy of the other classes working busily indoors.

Questions and answers, such as the following, were used:

- (1) Où sommes-nous?
Où est la classe?
La classe est devant l'école.
Nous sommes sur une colline.
- (2) Voilà le jardin, les fleurs, une fleur bleue.
Voici une fleur blanche.
Voici de la boue, du sable.
Qu'est-ce que c'est que cela?
C'est le jardin, les fleurs, etc.
- (3) Regardez l'arbre.
Où est l'arbre?
L'arbre est devant l'école.
L'arbre est à côté de l'école.
- (4) Regardez la ville, le fleuve Ste. Marie, les maisons.
Montrez-moi une grande maison.
Voilà une petite maison.

The class was attentive to these descriptive phrases; and shortly after the individual answers, followed by answers in concert with the usual repetition, the better pupils were keen to take over the questioning themselves. The choice of vocabulary and phrases should be adapted to the ability of the particular class. The pupils enjoyed the period; and on tests for retention and memory span of information taught by this method, the results were appreciably higher than on tests on a similar amount of material taught by ordinary class-room methods. The method has possibilities as a variation from usual class-room procedure.

(b) Audio-visual teaching by films offers a wider choice of material. In the Grade IX Class concerned, the film, "Peoples of Canada"—a twenty-one minute reel, particularly adaptable to elementary French vocabulary,

fifteen minutes of the period preceding the showing of the film was used to teach indirectly the thirty new French words to be acquired by the class during the showing of the film. Ten of the words used were: la montagne, voyager, le voyage, l'hôtel, les gens, le ciel, le soleil, la chemise, le soulier, le soldat.

These words were brought into the commentary by such sentences as:

- (1) Voyez-vous la montagne?
- (2) Nous voyageons à Toronto.
- (3) Le voyage est long.
- (4) Voilà un hôtel devant la gare.
- (5) Il y a beaucoup de gens sur la rue.
- (6) Le ciel est bleu car il fait beau.
- (7) Il fait du soleil.
- (8) La dame porte une chemise blanche et des souliers noirs.
- (9) Regardez le soldat sur le train.

The sound track of the film was turned down, except for the musical interludes, and in its place the teacher supplied a running commentary in simple French. It is important to avoid too much talking; rather, mention only expressions within the class's comprehension and use the vocabulary to be taught—as it appears on the screen, with rapid repetition (where and if possible). Careful preparation beforehand, including at least two pre-

views of the film, are necessary to ensure a smooth performance and a suitable commentary. Tests immediately after the film, one week and one month later, proved that material taught by this method was retained longer and more accurately than by ordinary teaching methods. This method readily lends itself to the higher grades as well as to Grade IX, and because of the interest shown by my own classes, and by other classes, I have no hesitation in recommending it.

NEIL A. MC INTYRE,
Sault Ste. Marie C.I.



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L'ECOLE FRANÇAISE DE BANFF

Par Yvonne Houis, Université de la Sorbonne, Paris, France

Le vœu exprimé par Monsieur Jean Guéhenno, dans son article sur Middlebury College (*Figaro* du 4 novembre) : "qu'il existe par le monde beaucoup de villages français!", est réalisé à Banff, d'où je reviens.

Là aussi, on habite des "chalets français," dont les murs résonnent des échos de notre langue. Tout visiteur ne la parlant pas ou ne désirant pas l'apprendre en est exclus; la France y est présente, on la connaît, on l'aime; s'y rendre un jour est le plus grand rêve de tous ces jeunes qui se réunissent dans ce cadre somptueux et sauvage, au terme d'une traversée par chemin de fer de trois nuits et trois jours à travers "la Prairie" à partir de Montréal. En effet, ce "village français" ne se trouve même pas chez les Canadiens français, mais en plein pays de langue anglaise... voire indienne, car là est le fief de l'ancienne et orgueilleuse tribue des "Pieds Noirs."

Banff est une station estivale où viennent en touristes des Canadiens de toutes les Provinces et des Américains de tous les États de la Confédération étoilée.

La ville se résume en une seule et longue rue bordée d'hôtels et de magasins, aboutissant à un pont sur lequel, l'un de ces derniers soirs de septembre, marchait gravement un énorme ours noir, à travers la circulation des voitures les plus modernes. Cette rue, venant de la montagne, paraît ne conduire qu'à la montagne. Le cirque des blocs rocheux violets, roses, ou vert-de-grisés, selon l'heure, ne laisse visible aucun passage sauf l'évasion par la rivière Bow, d'un bleu glacière jamais vu ailleurs. Les sommets eux-mêmes appartiennent au "Nouveau Monde" et sont différents de nos Alpes ou nos Pyrénées. C'est un pays irréel, un pays de contes de fées, où les oiseaux-mouches butinent sous vos fenêtres, où les ours viennent pacifiquement troubler les piqueniques, où les écureuils vous "grondent" par un singulier petit cri lorsque vous approchez trop de leur arbre préféré, où les cerfs font l'ornement vivant et harmonieux des chemins rejoignant la rue principale, qui portent les noms de: "Caribou Street, Grizzly Street ou Beaver Street, car les castors, bâtissent encore leurs digues dans les merveilleux lacs couleur d'émeraude.

Ce paradis terrestre est envahi pendant six semaines par "l'Ecole Française d'été." Les touristes se retournent sur les sonorités claires de notre langue, pas toujours formulées avec un accent très pur, et on dit en souriant: "Voici les Français."

Ils sont arrivés, les étudiants et étudiantes de français, venus rejoindre leurs camarades de l'Ecole des Beaux-Arts de l'Université d'Alberta. Un village universitaire est en construction en pleine forêt. Jusqu'à présent, les chalets restés libres et l'école secondaire avaient été mis à leur disposition. On y étudie la peinture, la musique, l'art dramatique et les arts appliqués. La "section française" a sa place: Des cours ont lieu toute la matinée: phonétique, grammaire, littérature, élocution et diction. Les repas réunissent élèves et professeurs autour de "tables françaises" d'où toute conversation en langue étrangère est bannie. L'après-midi est ré-

servée aux distractions libres, excursions et sports, ou à la préparation des deux "fêtes françaises" offertes aux habitants de Banff et aux touristes. Ceux-ci seront conviés soit au spectacle d'une pièce moyennâgeuse ou classique, soit, à celui d'une farce d'étudiants, inspirée du Boul 'Mich,' que toute cette jeunesse est impatiente de connaître.

Il y a là un enthousiasme pour la langue française, un amour de la France, qui n'est cependant pas aveugle et que nous voudrions ne pas décevoir. Nous souhaitons répondre à cet élan vers nous, mais nous nous sentons saisis d'humilité et d'un certain malaise: Pouvons-nous accepter tant d'affection et de confiance?

Cette confiance, cette affection, je puis en ressentir le courant dans mes classes d'étudiants étrangers, venus de tous les coins du Globe à notre Sorbonne. Certains d'entre eux écrivent dans une dissertation sur la France:

"Jamais déjà la France et Paris. Je les aimais de très loin comme on aime les dieux. Maintenant que j'y habite et que je connais Paris, je l'aime d'avantage, son charme surpasse mon rêve."

et: "Je sais que Paris a une âme, un coeur, et c'est cela que je veux découvrir."

et encore: "Paris est un ami pour tous les étrangers, c'est pourquoi nous disons: une fois Paris, toujours Paris!"

Puissent la France et Paris répondre aux aspirations de tous ces jeunes gens et de toutes ces jeunes filles! quelle tâche à accomplir, quel but à atteindre, dans ces temps si troublés, devenir et rester "leurs amis."

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EIN BRIEF AUS DEUTSCHLAND

*A letter received by one of Miss Dora Stock's pupils at
North Toronto C.I.*

Ihren lieben Brief habe ich mit grosser Freude und herzlichem Dank erhalten. Er brachte uns wieder ein wenig Hoffnung und Zuversicht in unser trostloses armseliges Leben. Wir freuen uns alle so sehr darüber und danken Ihnen und all den andern lieben Menschen, die etwas dazu getan haben, recht herzlich für alle Bemühungen.....Bei uns musste die Schule geschlossen werden wegen Holz und Kohlennot. Zwei Wochen mussten die Kinder schon im ungeheizten Schulzimmer sitzen; deswegen wurden viele Kinder krank. Wir glaubten den Winter schon überstanden zu haben. Da kam Ende Januar eine grosse Kälte, bis 30 grad unter null. Wir frieren bis ins Mark-nichts Warmes zum Anziehen. Wollte ich die Not all beschreiben, wie es wirklich ist, es würde ein ganzes Buch geben. Unsere Kinder fragen: "Es müssen doch glückliche Menschen sein, die genug zu essen haben und noch nie den Hunger kennen gelernt haben." Mein Mann und unser Altester gehen früh um sieben Uhr auf Arbeit, da gibt es erst einen Kaffee und eine kleine Schnitte Brot. Um zwölf Uhr kommen sie zum Mittagessen. Es lohnt sich fast der lange Weg nicht. Die Kartoffeln müssen alle Tage in die Schüssel gezählt werden. Jedes Kind bekommt drei und Vater und ich je zwei. Einen Tag koche ich sie ganz, den zweiten Tag werden sie zu Stückchen geschnitten, im Wasser aufgesetzt. Kein Gemüse, kein Mehl, keine Nährmittel, an Fleisch nicht zu denken. Das Bisschen, was da ist, bekommen nur kranke und alte Leute. Es dauern mich nur die armen Kinder, die von Haus zu Haus gehen und um ein Bisschen Brot oder ein paar Kartoffeln bitten, und ich muss sie immer wieder leer fortschicken, wo man doch so gerne helfen möchte. Andere betteln wieder um ein Paar alte Schuhe oder ein Hemdchen. Wir können uns um noch so viel Geld nicht einmal ein Taschentuch oder ein Paar Schuhbänder kaufen. Wer ein paar Streichhölzer hat, ist zu beneiden. Ich gehe immer mit einem Span oder einem Stückchen Pappe ins Dorf und hole mir ein Feuer; und das müssen viele Frauen bei uns. Wachslichter oder ein armseliges Ollicht kennen wir gar nicht mehr. Da wäre es nicht schwer mit Feuerholen. Das Papier oder ein Span geht unterwegs so leicht aus und man muss den langen Weg wieder zurück. Solche Kleinigkeiten, wie zum Beispiel Streichhölzer oder Feuersteinchen, spielen bei uns eine grosse Rolle, sind aber nicht aufzutreiben. Ich habe schon jedes Fleckchen, das ich noch fand, aufgezipft, und wenn ich viele Fädchen zusammen habe, meist nur fingerlang, dann werden sie zusammen geknotet und Strümpfe davon gestrickt. Es ist eine mühselige Arbeit. Nach langer Zeit wird ein Paar fertig und ich freue mich darüber. Es ist nicht zu glauben, wie schwer bei uns das Leben ist, Ich sitze oft ganz mutlos und verzagt da und weiss nicht, wie es noch weiter gehen soll. Um fünf Uhr ist die Arbeit zu Ende; da gibt es wieder Kaffee und ein Bisschen Brot. Der Kaffee verdient oft gar nicht seinen Namen. Ich kann noch so gut einteilen, es reicht unsere Zuteilung Kaffee-Ersatz nur zwei Wochen, die anderen zwei Wochen ist es nur noch gekochtes Wasser, denn Tee oder so etwas gibt es bei uns nicht.

Nun muss ich schliessen und grüsse Sie alle unbekannterweise recht herzlich von uns allen. Sollte Ihre Liebesgabe ankommen, werde ich sofort schreiben. Nochmals herzliche grüsse und tausend Dank.

REVIEW SENTENCES FOR GRADE XII

1. My aunt left Canada last Monday to go to England.
2. Don't hurry, Mary. You are tired and sleepy—at least, you look tired.
3. Meat is dear this autumn; good beef costs about forty-five cents a pound.
4. Before I take a walk, I shall study these sentences until I know them by heart. What sentences? The ones you gave me yesterday.
5. We were told that Brittany is loved by the tourists because of its landscape.
6. What is amusing you? It is an interesting story which I found in this second-hand book.
7. My old friend did not advise him to do that, but he asked him why he had done it.
8. You may try in vain; you will never learn to play the piano, if you do not spend more time at home.
9. How far are you on with your French? Although I have not the whole book, I have read most of it.
10. What you need is a long trip. Those who have never gone abroad will find that France is worth visiting.
11. The meeting will take place on the eleventh of June at eight-thirty in the evening.
12. How long did you spend studying last night? Two hours. I am doing my best to win a prize.
13. If you had given a speech, I should have burst out laughing. Such things usually bore me.
14. Mary will not be long in finding a position, as she is gifted. When is she going to try her final exams?
15. Of what use is a typewriter if one cannot type? My uncle offered me one last week.

REVIEW SENTENCES FOR UPPER SCHOOL

Based on *Cours Moyen, Part II*

LESSONS VII-IX

1. Each of the boys was given something special to do; some of the girls had already been working for more than three hours.
2. I wonder whether he will come and see us as soon as he arrives. I think so. We have a most difficult problem to solve; the more we think of it, the more difficult it seems to become.
3. How kind they are to one another! Tell them to take a few novels from the bookcase when they have finished their work. We have more of them than we need.
4. Why is he in such a hurry to send off his letter? He has probably written to the editor again. They have been writing letters to each other for some weeks. What a lot of fuss over nothing!
5. Give me something to write with. Every time I translate an exercise I make several mistakes. The sentences are becoming longer and longer. Here is the hardest sentence in the whole lesson.

SUGGESTED TRANSLATION

1. Ma tante est partie du Canada lundi dernier pour aller en Angleterre.
2. Ne te dépêches pas, Marie. Tu es fatigué(e).
moins, tu as l'air fatigué(e).
3. La viande est chère cet automne; le bon boeuf coûte environ quarante-cinq sous la livre.
4. Avant de me promener, j'étudierai ces phrases jusqu'à ce que je les sache par cœur—Quelles phrases?—Celles que vous m'avez données hier.
5. On nous a dit que la Bretagne est aimée des touristes à cause de son paysage.
6. Qu'est-ce qui vous amuse? C'est une histoire amusante que j'ai trouvée dans ce livre d'occasion.
7. Mon vieil ami ne lui a pas conseillé de faire cela, mais il lui a demandé pourquoi il l'avait fait.
8. Vous avez beau essayer; vous n'apprendrez jamais à jouer du piano si vous ne passez pas plus de temps chez vous.
9. Où en êtes-vous de votre français? Bien que je n'aie pas fini le livre entier, j'en ai lu la plupart.
10. Ce dont vous avez besoin, c'est un long voyage. Ceux qui ne sont jamais allés à l'étranger trouveront que la France est à visiter.
11. La réunion aura lieu (si tiendra) le 11 juin à huit heures et demie du soir.
12. Combien de temps avez-vous passé à étudier hier soir? Deux heures. Je fais de mon mieux pour enlever un prix.
13. Si vous aviez fait un discours, j'aurais éclaté de rire. De telles choses m'ennuient d'habitude.
14. Marie ne tardera pas à trouver un poste, puisqu'elle a des aptitudes. Quand va-t-elle subir ses examens de sortie?
15. À quoi sert une machine à écrire, si on ne sait pas taper? Mon oncle m'en a offert une la semaine dernière.

GRETA SMITH, *Scarboro C.I.*

TRANSLATIONS

LESSONS VII-IX

1. On a donné à chacun des garçons quelque chose de spécial à faire; quelques-unes des jeunes filles travaillaient déjà depuis plus de trois heures.
2. Je me demande s'il viendra nous voir aussitôt qu'il arrivera. Je pense que oui. Nous avons un problème des plus difficiles à résoudre; plus nous y pensons, plus il semble devenir difficile.
3. Qu'ils sont bons les uns pour les autres! Dites-leur de prendre quelques romans dans la bibliothèque quand ils auront fini leur travail. Nous en avons plus qu'il ne nous en faut.
4. Pourquoi est-il si pressé d'expédier sa lettre? Il aura écrit encore une fois au rédacteur. Ils s'écrivent des lettres l'un à l'autre depuis quelques semaines. Que de bruit pour rien!
5. Donnez-moi de quoi écrire. Chaque fois que je traduis un exercice, je fais plusieurs fautes. Les phrases deviennent de plus en plus longues. Voici la phrase la plus difficile de toute la leçon.

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LESSONS X-XII

1. What luck! In two weeks we shall be in Chamonix. It is the only winter sports centre that I have ever visited. It will be interesting to see Mt. Blanc again.
2. Here is an airman. I haven't seen him for two years. How long did he stay in South America? He has just returned from France. He arrived on Monday, if I'm not mistaken.
3. What's to be done? It is obvious that he will not be able to do the work in three days, unless he can work in the evening, too.
4. Do you think he will succeed? That is hard to say. He is an excellent worker, but everything will depend on the effort he makes.
5. At election time, his wife will permit him to spend the evening in town, but she will insist on his taking the 10.40 train. I don't doubt he will do it!

LESSONS X-XII

1. Quelle chance! Dans quinze jours nous serons à Chamonix. C'est le seul centre de sports d'hiver que j'aie jamais visité. Il sera intéressant de revoir le mont Blanc.
2. Il est aviateur. Il y a deux ans que je ne l'ai vu. Combien de temps est-il resté dans l'Amérique du Sud? Il vient de revenir de France. Il est arrivé lundi, si je ne me trompe.
3. Que faire? Il est évident qu'il ne pourra pas faire le travail en trois jours, à moins qu'il ne puisse travailler le soir aussi.
4. Croyez-vous qu'il réussisse? C'est difficile à dire. C'est un travailleur excellent, mais tout dépendra de l'effort qu'il fera.
5. A l'époque des élections sa femme lui permettra de passer la soirée en ville, mais elle insistera pour qu'il prenne le train de dix heures quarante. Je ne doute pas qu'il ne le fasse!

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MODEL EXAMINATIONS

GRADE IX FRENCH, June, 1948

Based on Lessons 1-20 of *Parlez-vous français*. Questions 7 and 8 cover items which are extras in our Course of Study.

1. *Ecrivez les trois lignes de français après:*
 - 6 (a) Comment va mardi?
 - (b) Quatre, cinq, six.
2. *Écrivez trois mots qui contiennent le même son que—*
 - 9 (a) *on* du mot *bon*;
 - (b) *g* du mot *rouge*;
 - (c) *ez* du mot *donnez*.
3. (a) *Conjuguiez le verbe "être" au négatif.*
 - 6 (b) *Conjuguiez le verbe "avoir" à l'interrogatif.*
4. *Mettez les phrases suivantes à l'interrogatif:*
 - 8 (1) Le garçon n'est pas à la maison.
 - (2) Les cousines sont à l'école.
 - (3) Elle est très jolie.
 - (4) Vous ne parlez pas français.
5. *Donnez le contraire de—grand, pauvre, la tante, par là, voilà.*
6. *Écrivez les expressions suivantes en français et complétez l'addition ou la multiplication:*
 - 6 (1) $12 + 6 =$
 - (2) $8 \times 9 =$
 - (3) $21 + 13 =$
7. *Nommez en français:*
 - 3 (1) trois villes en France
 - 5 (2) cinq vêtements
 - 3 (3) trois pays qui touchent à la France
 - 5 (4) cinq meubles
8. *Dessinez:*
 - 4 (1) un chat
 - (2) un oiseau
 - (3) un chapeau
 - (4) un soldat
9. *Traduisez en français:*
 - 28 (1) Louise says to her (sa) mother, "What time is it, please?"
 - (2) We go to church at half past ten.
 - (3) Each flower expresses something.
 - (4) Is the waiter bringing the soup to George?
 - (5) Mary's brother is not at school because he is sick.
 - (6) He stops an instant in front of the door.
 - (7) The pretty girl likes the blue pencil.
10. *Ne traduisez pas. Lisez et répondez en anglais aux questions qui suivent.*

Marie et sa mère vont acheter une robe. La fille n'est pas à l'école parce que c'est un jour de congé. Elles arrivent à un magasin et elles montent dans l'ascenseur au troisième étage. La vendeuse

leur (to them) montre quelques jolies robes jaunes, bleues et rouges
 Marie achète la robe rouge, et puis (then) elles quittent le magasin
 Il est midi, et elles vont à un restaurant pour le déjeuner. À une
 heure et demie elles vont au cinéma. C'est un bon jour pour Marie

- 12 (1) Marie et sa mère, où vont-elles?
 (2) Pourquoi Marie n'est-elle pas à l'école?
 (3) Comment montent-elles au troisième étage?
 (4) Quelle robe Marie achète-t-elle?
 (5) Pourquoi vont-elles à un restaurant?
 (6) À quelle heure vont-elles au cinéma?

100

D. E. STEWART, *Oshawa C. & V.I.*

GRADE X FRENCH, June, 1948

(Durée: une heure et demie)

Based on *Parlez-vous français* (Lessons 20-42)

Section A is based on these extras: (1) birds; (2) clothing; (3) donner, finir, vendre, avoir, être (all tenses but subjunctives); (3) songs at back of text; (5) phonetics.

A.

1. Écrivez huit lignes de "O Canada."
2. Écrivez deux mots qui contiennent le son de: (a) la lettre u du mot une;
 (b) les lettres on du mot bon.
3. Donnez les formes correctes des Verbes:
 (a) (sujet "elle") (au futur) donner, vendre, avoir;
 (b) (sujet "nous") (à l'imparfait) finir, être, traverser;
 (c) (sujet "ils") (au présent) prendre, faire, aller, vendre.
4. Nommez cinq oiseaux.

B

5. Complétez ces phrases:
 (a) Le garçon (has heard) l'histoire.
 (b) Pourquoi (have you taken) votre déjeuner?
 (c) La jeune fille (has brought) une belle robe.
 (d) (How many) stylos prenez-vous?
 (e) Il a (enough) pain.
 (f) Il a (some) viande.
 (g) Il n'a pas (any) légumes.
 (h) Les fleurs ne sont pas (fresh).
 (i) Je n'admire pas (this proud man).
 (j) (The old tree) est devant la porte.
6. Écrivez en français: the hat fits me; on the other side; in the shade; to burst out laughing; ordinarily; at my house; in winter; suddenly; it is cold; what kind of weather is it?
7. Traduisez en français: (a) Mary is ten years old to-day. (b) Go quickly to look for a dozen eggs. (c) They are sad because it is raining. (d) The ladies wear the hats and the coats. (e) Have you any tickets for this evening? (f) Learn the lesson and finish the work. (g) What does the teacher ask the girl? (h) Did you show these photographs to your friends? (i) The young people are seated on the grass. (j) My brother told an interesting story.

C.

8. Lisez ce paragraphe et répondez en ANGLAIS aux questions:

Marie dort près du feu dans les bois. Charles décide qu'il ne va pas faire de bruit, pour ne pas la réveiller. Il peut voir les étoiles à travers les arbres. La lune et les étoiles couvrent la petite fille de lumière. Les troncs des arbres restent dans un majestueux silence; et au loin, les arbres semblent être une ligne de fantômes; les branches des vieux arbres sont comme de longs bras horribles. C'est un beau pays, mais si désert et si triste que Charles commence à chanter et à jeter des pierres dans la rivière pour chasser l'idée de la solitude.

Dans deux heures, se dit-il, l'air va être froid malgré notre bon feu.

(*La Mare au Diable*, by G. Sand.)

- (1) Où dort Marie? (2) Charles, que décide-t-il, et pourquoi? (3) Comment voit-il les étoiles? (4) Que font la lune et les étoiles? (5) Décrivez les troncs des arbres. (6) Comment sont les arbres au loin? (7) Pourquoi n'admirez-vous pas les branches des vieux arbres? (8) Quelle sorte de pays est-ce? (9) Pourquoi Charles commence-t-il à jeter des pierres dans la rivière? (10) Qu'est-ce que Charles se dit?

9. Composez en français trois phrases au sujet de "Vérole."

GLADYS EDMONDSON, Oshawwa C.I.

GRADE IX FRENCH—JUNE, 1948

Based on *Cours Primaire* (Lessons I to XI)

I. Écrivez le présent de l'indicatif des verbes suivants:

- | | |
|----------------------|---------------------|
| 1. ils (venir) | 8. vous (être) |
| 2. je (mettre) | 9. nous (commencer) |
| 3. il (naître) | 10. ils (acheter) |
| 15 4. tu (sortir) | 11. nous (manger) |
| 5. il (mourir) | 13. tu (ouvrir) |
| 6. elles (connaître) | 14. ils (partir) |
| 7. il (appeler) | 15. tu (se sentir) |

II. Écrivez le passé indéfini des verbes suivants:

1. Ils (envoyer)
2. je (s'amuser)
5 3. elles (avoir)
4. il (être)
5. nous (aller)

III. (a) Mettez la forme correcte du partitif: d', de, du, de la, de l', des:

- 7 1. Il achète crème,huile,oranges
et beurre.
2. Il n'a pas acheté épinards.
3. J'ai bon pain et une bouteille lait.

(b) Écrivez l'adjectif convenable:

- 6 1.jeune fille a une robe (this, good).
2. La élève est Adèle (new).
3. Les livres sont ici (new).
3. Nous connaissons les garçons vous appelez.

- IV. Remplacez les mots souligné par les pronoms convenables:
1. Maman regarde Margot.
 2. Les vendeuses montrent les manteaux à Jean.
 3. Charles passe le pain à ses amis.
 4. Est-ce que les garçons ont le papier?
- V. Remplacez le tiret par la forme correcte du participe passé.
1. Voici la pomme que j'ai (voir).
 2. Voilà mes gants. Je les ai hier (choisir).
 3. La mère d'Adèle est (mourir).
 4. Ils se sont bien (amuser).
 5. Quand est-il (venir)?
- VI. Employez chaque (each) expression dans une phrase complète.
1. il y a sept jours.
 2. le bureau du principal.
 3. chez mon oncle.
 4. mal à la tête.
 5. le perroquet.
- VII. (a) Divisez en syllabes: présent, tableau, vendeur.
 (b) Trouvez dans la liste suivante 3 mots qui ont le son (e) comme 'er' du mot 'chercher': chez, en, allé, maman, est, j'ai.
 (c) Trouvez 3 mots qui ont le même son que les lettres 'en' du mot 'comment,: dans, montrer, remplacer, framboise, madame.
 (d) Marquez les cas de liaison (linking):
 Il voit un garçon qui est un cousin de son ami.
 (e) Indiquez les lettres qui ne se prononcent pas: Ces fruits rougissent.
- VIII. Répondez en français par des phrases complètes:
1. Nommez deux fruits qui rougissent en mûrissant.
 2. A quelle heure vous levez-vous?
 3. Qui est le père de votre cousin?
 4. Nommez deux animaux domestiques.
 5. Comment vous appelez-vous.
- IX. Traduisez en français:
1. Stand up! Go to the blackboard, please, Nancy.
 2. He has opened the window and the door also.
 3. Our bird does not like your cat.
 4. The coat has three pockets. Is it large enough?
- X. Read the following story carefully, then answer IN ENGLISH the questions which follow it:
- Jeannette est une petite fille qui demeure dans une petite maison. Elle demeure avec son père et sa mère. Les parents aiment leur petite fille qui est très jolie. La maison où ils demeurent n'est pas très grande et elle n'est pas très jolie. Elle a une porte et trois petites fenêtres. Les murs sont rouges et la porte est noire. Dans la maison il y a une table et quatre chaises. Près de la maison il ya a une grande forêt où la petite fille aime jouer avec ses amies. La forêt est très grande.
- Il y a trois ours (bears) qui demeurent dans la grande forêt. Les ours ont aussi une petite maison, mais la maison est très jolie avec des murs verts et une porte blanche.

Un jour Jeannette dit à sa mère: "Je désire jouer dans la forêt parce qu'il y a dans la forêt des fruits que je désire trouver et manger."

- (a) Décrivez (describe) Jeannette.
- (b) Où demeure Jeannette?
- (c) Avec qui demeure Jeannette?
- (d) Combien de portes y a-t-il?
- 10 (e) De quelle couleur est la porte?
- (f) Où est la forêt?
- (g) Qui joue avec Jeannette?
- (h) Qui demeure dans la forêt?
- (i) Décrivez la maison des ours.
- (j) Pourquoi est-ce que Jeannette désire jouer dans la forêt?
- (k) Did you remember to answer in English?

—Set by MISS MARY HEASMAN,

120 + 110 Dictée + 20 Term = 150.

Sarnia C.I. and Tech.

GRADE X FRENCH—JUNE, 1948

Cours Primaire (Lessons I-XVII)

1. Répondez en français par une phrase complète aux questions suivantes:

(Answer in French, with a complete sentence, the following questions)

1. Quelle heure est-il maintenant?
2. Dans quelle saison sommes nous maintenant?
3. Que faites-vous le samedi?
- 20 4. À quelle heure vous êtes-vous levé ce matin?
5. Dans quel mois êtes-vous né?
6. Comment vous appelez-vous?
7. Qu'est-ce qu'une catologue?
8. De quel animal vient le lait?
9. Combien de mois y a-t-il dans l'année scolaire?
10. Pourquoi allez-vous à l'école?
2. Mettez le verbe au plus-que-parfait et faites tous les changements nécessaires: (Put the verb in the pluperfect and make all necessary changes)
 1. Il vient nous chercher à Toronto.
 2. Ne sortez-vous pas tous les jours?
 - 10 3. Voici mes amis. Les connais-tu?
 4. Ils se mouillent les pieds.
 5. Elle monte son manteau à sa chambre à coucher.
3. Remplacez ce qui est souligné par les pronoms convenables et faites tous les changements nécessaires: (Replace what is underlined by suitable pronouns and make all necessary changes)
 1. Voici des crayons rouges.
 2. Ma soeur est allée au marché hier.
 3. Donnez-moi du beurre, s'il vous plaît.
 - 10 4. Restez au magasin et attendez votre mère.
 5. Marie m'a donné des plumes noires.
 6. Passez du pain à votre ami.
 7. La servante réveille mes frères.

4. *Ecrivez la forme correcte des verbes suivants* (Write the correct form of the following verbs) :
1. Présent de l'indicatif, première personne du singulier
(Present indicative, 1st person, singular) :
dormir....., boire....., pouvoir.....
entendre....., être.....
 - 30 2. Futur, deuxième personne du pluriel (Future, 2nd person, plural) :
mettre....., faire....., envoyer.....
venir....., savoir.....
 3. Passe indéfini, troisième personne du pluriel (Past indefinite, 3rd person, plural) :
aller....., vendre....., se sentir.....
avoir....., chercher.....
 4. Impératif, la première personne du pluriel (Imperative, 1st person, plural) :
connaître....., lire....., prendre.....
conduire....., recevoir.....
 5. Imparfait, troisième personne du singulier (Imperfect, 3rd person, singular) :
voir....., mourir....., devoir.....
sortir....., dire.....
 6. Participe passé de (Past participle of) :
naître....., écrire....., partir.....
ouvrir....., contenir.....
 5. *Traduisez en français* (Translate into French) :
 1. Ninety-one.....
 2. It is warm.....
 3. Hard-boiled eggs.....
 - 8 4. In good humour.....
 5. How old are you?.....
 6. Every day.....
 7. 1947.....
 8. In winter.....
 9. To-day is Saturday, May 31.....
 10. He is taller than his brother.....
 11. She is not as pretty as her sister.....
 12. He writes better than Peter.....
 - 22 13. Will they wait for us, if we hurry?.....
 14. How much do you owe John?.....
 15. If he had new tires, he could go to Montreal.....
 116. Did you eat the sandwiches you made?.....

East York C.I.

100

GRADE XI FRENCH—JUNE, 1948

Cours Moyen I (Lessons I-XIII) Le Saut du Gouffre

1. *Mettes les infinitifs* (a) au passé indéfini;
(b) à l'imparfait;
(c) au présent;
(d) au passé défini:

- 20 (1) Nous (être) à la gare. (2) Il (pouvoir) prendre la valise.
 (3) Ils se (coucher) bien. (4) Je (monter) vite.
 (5) Quelle robe (aimer)-elle?

2. *Remplacez les mots soulignés par les pronoms et faites tous les changements nécessaires:*

- 10 (1) *Ecrivez des lettres à votre père.* (2) A-t-il acheté les cravates? (3) Ne lisez pas *la lettre*. (4) N'avez-vous pas étudié *la leçon*? (5) *La scène* s'est passée à *Quebec*.
 (6) Cherchons *des fruits* au marché. (7) Donnez-moi de *l'eau*.

3. *Ecrivez la 1re personne du pluriel des temps suivants:*

- 25 (a) le passé indéfini; (b) le futur; (c) le passé défini;
 (d) l'imparfait; (e) le présent:
 s'appeler, aller, servir, mettre, voir.

4. *Ecrivez les adverbes qui correspondent aux adjectifs suivants:*

- 5 sec, poli, fréquent, heureux, meilleur.

5. *Traduisez en français:*

1. He had a particular affection for the magpie that stole the money from the collection plate.
 2. You do not know what he said when he came into the bank without his glasses.
 3. The little boy has just arrived from France. He does not look at all like his father.
 4. Go away. I cannot show them to you now because I must leave before 6.30.
 5. The French do not drink as much tea as the English, but they eat much more soup.
 60 6. Here is the letter that he sent on the 23rd of May. Do not lose it, please.
 7. It was too hot to remain on deck, but she enjoyed herself very much while eating her lunch.
 8. How much did she pay for the new suit that she bought at Dupont's?
 9. Nobody has ever told me that John was the best student in the class.
 10. It was raining, and he nearly missed his train when he slipped on an orange peel.

6. *Répondez aux questions suivantes:*

1. Que faisaient les Indiens pour saluer?
 2. Quel était le sort de Robe-Noire; de Lièvre-Sauteur; de Nicholas?
 12 3. Décrivez le saut du gouffre.
 4. Qu'est devenu le manuscrit?
 8 5. Définissez: la bourgade, au petit jour, la veille, la monastère.

7. *Lisez ce paragraphe et répondez aux questions qui le suivent:*

Alexandre passait un jour par Corinthe. Il voulut voir Diogène qui habitait alors dans cette ville. Il alla trouver le philosophe qui était assis devant son tonneau et se chauffait au soleil. La conversation s'engagea entre eux. "Puis-je faire quelque chose pour toi?" demanda le roi. "Oui," répondit

Diogène, "mets-toi un peu de côté, tu m'empêches de me chauffer au soleil."

1. Par où passait un jour Alexandre?
2. Qui voulut-il voir?
- 10 3. Où était-il assis quand Alexandre arriva?
4. Que lui offrit le roi?
5. Quel service lui demanda Diogène?

150 = 75 + 15 (term) + 10 (dictée) = 100. WINNIFRED SMEATON,
Malvern C.I.

2

GRADE XII FRENCH, June, 1948

Cours Moyen I (Lessons 1-27) Intensive Readings

- 10 1. *Remplacez les mots soulignés par des pronoms qui conviennent:*
 1. J'ai donné les livres à mes frères.
 2. Allez acheter des pommes pour vos soeurs.
 3. Le fermier n'a pas cultivé de légumes pour sa femme.
 4. Donnez cette fleur à votre mère.
 5. Il ne désire pas acheter ces choses.
 6. Avez-vous perdu vos gants?
- 10 2. *Remplacez l'infinitif par la forme du verbe qui convient:*
 1. Vous (aller) en France, quand vous serez riche.
 2. Il faut partir avant qu'il (venir).
 3. Si vous n'avez rien à faire (s'en aller).
 4. Je désire qu'ils (faire) cela.
 5. Si votre mère était malade (envoyer)—vous chercher le médecin?
 6. Quand il (geler), je reste chez moi.
 7. S'il n'avait pas perdu le livre, il nous le (donner).
 8. Si nous (savoir) mieux nos leçons nos professeurs seraient plus contents.
 9. Après avoir fini nos devoirs, nous (se coucher).
 10. Si vous travaillez bien, vous (recevoir) le prix.
3. *Remplacez le tiret:*
 - (a) *par un pronom démonstratif:*
 1. Aimez-vous cette robe-ci, ou - ?
 2. - qui sont venus sont là-bas.
 - (b) *par un pronom possessif:*
 1. Ils ont lu nos livres et (yours).
 2. Elle a rencontré votre mère et (his).
 - 10 (c) *par un pronom interrogatif:*
 1. Avec (what) a-t-il fait cela?
 2. À (whom) parlez-vous?
 3. (What) intéresse votre ami?
 - (d) *par un pronom relatif:*
 1. Voilà les choses - nous avons trouvées.
 2. Il désire - vous avez trouvé.
 3. Voilà les livres - nous avons besoin.
- 10 4. *Traduisez en français* - George VI, July 15th, in 1947, 2,000 trees, on Fridays, five-eighths, the third Sunday, a quarter to nine, to-morrow morning, 500 francs.

- 10 5. *Ecrivez au passif:*
1. Nous n'apprenons pas une langue moderne en peu de temps.
 2. Les fermiers ont fait ce cidre avec des pommes.
 3. Les magasins s'ouvriront à neuf heures.
 4. Elle vendait les timbres dans ce bureau.
 5. Je les leur donnerais.
6. *Traduisez en français:*
1. What do you want me to do? I believe I can write what you have said if I have enough time.
 2. The girl's father bought her a new bicycle yesterday and she lost it to-day at school.
- 36 3. Although the young lady often went fishing with the other people in the hotel, she never caught anything.
4. Those men are the best skiers that you will see in Canada. They are leaving to-morrow to go to England.
 5. There is nothing that that boy can do. He could succeed in learning his lessons, but he refuses to try.
 6. He will be glad that we have written our letters before our friends came to visit us.
7. *Lisez ces quelques lignes et répondez en français à ces questions:*
- "J'aperçus un pistolet qui sortait de sa poche de côté. Je mesurai douze pas, et j'allai me placer là, dans cet angle, en le priant de se dépêcher de tirer avant que ma femme rentrât. Il ne voulut pas et demanda de la lumière. On apporta des bougies.
- "Je formai la porte, je dis qu'on ne laissât entrer personne et, de nouveau, je le sommai de tirer. Il leva son pistolet et m'ajusta . . . Je comptais les secondes . . . Je pensais à elle . . . Cela dura une effroyable minute. Silvio baissa son arme.
1. Qui avait le pistolet?
 2. À quelle distance l'autre monsieur s'est-il placé?
 3. Pourquoi ce monsieur a-t-il désiré que Silvio se dépêchât?
 4. Pourquoi dit-il, "une effroyable minute?" ("effroyable" veut dire "dreadful")
 5. Est-ce que Silvio a tué l'autre monsieur?
Donnez une raison pour votre réponse à cette question.
 6. *Exprimez autrement:* j'aperçus; de nouveau.
 7. *Donnez le contraire de:* sortait; avant que.

—ANONYMOUS

100

GRADE XI GERMAN—JUNE, 1948
(*Lernen Sie Deutsch*)

I. *Give the German and the principal parts of:*

- | | |
|---------------------------|---------------|
| 1. to be acquainted with. | 6. to give. |
| 2. to read. | 7. to die. |
| 3. to get up. | 8. to bite. |
| 4. to bring. | 9. to remain. |
| 5. to lose. | 10. to run. |

II. *Translate into German:*

- | | |
|------------------------------|--------------------------------|
| 1. has he come? 1..... | 6. you will arrive. 6..... |
| 2. he used to answer. 2..... | 7. he had written. 7..... |
| 3. he is speaking. 3..... | 8. we had been. 8..... |
| 4. go! (formal). 4..... | 9. she sees. 9..... |
| 5. they have visited. 5..... | 10. they will be able. 10..... |

III. *Supply all necessary adjective endings:*

1. Frisch..... Wasser ist in dem gross..... Glas.
2. Der alt..... Mann hat ein..... neu..... Haus.
3. Die grösst..... Stadt in dem Deutschen Reich ist Berlin.
4. Ich sah etwas Neu.....
5. Alt.....Freunde sind die best..... Freunde.
- 25 6. Wir schreiben mit weiss..... Kreide an ein.....
schwarz..... Wandtafel.
7. Er sitzt in dem kühl..... Schatten alt..... Bäume.
8. Ich habe ein..... neu..... Bleistift und mein.....
deutsch..... Heft.
9. Der blau..... Himmel ist heute sehr schön.....
10. Der Vater dieses klein..... Kindes ist ein gut.....
Freund mein..... alt..... Onkels.
11. Dieses Buch ist besser..... als jenes.

IV. *Supply interrogative and relative pronouns:*

1. (On what).....sitzen Sie?
2. (Whose)..... Buch ist das?
3. Der Bleistift, (with which).....er schrieb.
4. Der Knabe, (whose).....Vater ich kenne.
- 10 5. (With whom).....kamen Sie?
6. Ich gab ihm alles (that).....ich hatte.
7. Das ist die Frau, (who).....die Feder hatte.
8. Die Kinder, (with, whom).....sie spielt, sind jung.
9. Hier ist das Buch, (which).....ich hatte.
10. (Whom).....sehen Sie an der Tür?

V. *Write the plural of:*

- | | |
|------------------------|------------------|
| 1. Sohn 1..... | 6. Bruder 6..... |
| 2. Wand 2..... | 7. Mann 7..... |
| 10 3. Schülerin 3..... | 8. Tasche 8..... |
| 4. Tag 4..... | 9. Bild 9..... |
| 5. Gemüse 5..... | 10. Frau 10..... |

VI. *Complete:*

1. Er schämt sich (of me). 1.....
2. Er (gets up early) 2.....
3. Wir haben unsern Freund (visited) 3.....
4. Wo ist die Feder? Ich schreibe (with it). 4.....
5. Haben Sie (the same) Feder? 5.....
6. Karl schreibt (best) von allen Knaben. 6.....
7. Diese Knaben sind (the ones) die ich sah. 7.....
8. (I was sorry) dass ich nicht kommen konnte. 8.....
- 15 9. (They succeeded) das Buch zu finden. 9.....
10. Er (arrived to-day). 10.....
11. Haben Sie je einen (higher) Baum gesehen? 11.....

12. Dieser Knabe ist (the oldest) in der Klasse. 12.....
13. Er ging mit (them) 13.....
14. Wo sind die Bücher (of the ones) die Deutsch lernen? 14.....
15. (He was glad) sie zu sehen 15.....

VII. *Re-arrange in correct German order:*

1. Einmal seine alte Köchin rief ihn aus dem Zimmer, eben als er wollte essen den Apfel, und schnell er legte ihn auf den Tisch.
2. Er wollte nicht kommen nach Hause spät.

VIII. *Supply correct passive auxiliaries:*

1. Das Haus (was).....im Jahre 1896 gebaut.
2. Diese Bücher (are).....schon gebunden.
3. Der Knabe (will be).....morgen gesandt.
4. Die Aufgaben (have been).....an die Tafel geschrieben.
5. Die Bibliothek (was).....den ganzen Tag zugemacht.

IX. *Complete these conditional sentences:*

- 3 1. Wenn er hier (came).....(you would see)..... him.
- 4 2. (He would have been).....glücklich, wenn sie (had come).
- 3 3. Wenn es kälter (becomes).....(we shall go) später.

X. *Supply correct verbs:*

- 1 1. Er sagte, dass er zu müde zu arbeiten (was).....
- 2 2. Ich fragte ihn, ob er das Bild (had seen).....
- 2 3. Sie sagten, dass sie immer fleissig (had worked).....

XI. *Supply correct modals:*

1. Er (is said).....sehr reich sein.
2. (May).....ich jetzt gehen.
3. Ich (was compelled).....fleissig arbeiten.
4. Es (may) sein, dass ich morgen komme, wenn es nicht zu kalt ist.
5. Er (is about to).....fortgehen.
- 10 6. Ich (can't care for).....lesen.
7. Sie (was to).....heute kommen.
8. Er (knows).....Deutsch.
9. Er (claims).....sehr alt sein.
10. Er (was able).....es allein machen.

XII. *Do not translate; answer in ENGLISH the questions below:*

In der Geschichte, die ich euch erzählen werde, kommt ein Junge vor, der Jonathan Trotz heisst, und den die anderen Johnny nennen. Er wurde in New York geboren. Sein Vater war Deutscher; die Mutter war Amerikanerin. Und die beiden lebten wie Hund und Katze miteinander. Schliesslich lief die Mutter fort. Als Johnny vier Jahre alt war, brachte ihn sein Vater in den Hafen von New York, zu einem Dampfer, der nach Deutschland fuhr. Er kaufte dem Jungen eine Schiffsfahrkarte, steckte ihm einen Zehndollarschein ins braune Kinderportmonnaie und hängte ihm eine Papptafel um den Hals, auf der Johnnys Name stand. Dann gingen sie zum Kapitän. Und der Vater sagte: "Nehmen Sie doch, bitte schön, mein Kind mit nach Deutschland hinüber! Die Grosseltern holen es in Hamburg vom Dampfer ab."

1. What is the real name of the boy in the story? What do people call him?
3. Where was he born?
4. Of what nationality were

- 15 his parents? 5. How did they get along together? 6. What did his mother finally do? 7. Where did his father take him when he was four years old? 8. What did he buy for the boy? 9. What did he put in his purse? 10. What was around his neck? 11. To whom did they go? 12. What did the father ask him to do? 13. To what city was the ship going? 14. What was to happen to the boy there?

MADELINE LAKE, *East York C.I.*

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GRADE XII GERMAN, June, 1948

(Time: two and one-half hours)

Based on *Himmel meine Schuhe, Peter verliert nicht den Kopf*, and *Lernen Sie Deutsch*

I. *Antworten Sie auf Deutsch:*

- 48 1. Was hatte Mynheer van Halsten verloren?
 2. Wer hatte sie genommen?
 3. Wo hatte er sie aus dem Fenster geworfen?
 4. Fanden der Holländer und Karl sie auf der Strasse?
 5. Was hatte der Wirt im Dorfe damit gemacht?
 6. Warum verklärte sich Mynheer van Halstens Gesicht, als er dem Grafen auf die Füße sah?
 7. Wohin wollte Mynheer van Halsten Karl mit sich nehmen?
 8. Was sollte schliesslich aus Karl werden?
 9. Mit wem gingen Peter und Onkel Karl nach Neapel?
 10. Wo wohnten Pias Eltern?
 11. Was taten Pia und Peter, als der Zug in Basilicata hielt?
 12. Mochte Peter das Wettrennen mit dem Lastzug?
 13. Wen sah Peter auf der Yacht?
 14. Was gab sie ihm?
 15. Wo gingen Peter und Onkel Karl mit den Schweinen?
 16. Was für eine Ladung hatte der Italiener?
 17. Wie gingen sie vom Schiffe fort?
 18. In welchem Hafen waren sie angekommen?
 19. Wen sahen sie hier?
 20. Wer fand sie in der Wüste?
 21. Wie mussten sie zum Lande kommen?
 22. Als Peter die Augen öffnete, wer stand vor ihm?
 23. Was war dem Onkel Karl geschehen?
 24. Am Ende was taten Onkel Karl und die Ungarin?

II. *Geben Sie die Stammzeiten der folgenden Zeitwörter:* schrie, wird, bedurfte, lag, gelingen, heruntergelassen, schlug, schliessen, sei, weisst.

- 20 111. *Geben Sie den Nominativ und den Genitiv der Einzahl und den Nominativ der Mehrzahl der folgenden Hauptwörter:* Anstrengung, Ufer, Rücken, Falle, Schiff, Zug, Baum, Junge, Geld, Gelegenheit.

IV. *Übersetzen Sie die folgenden Sätze ins Deutsche!*

- 88 1. I received your letter a week ago, but have not been able to answer it yet.

2. My uncle asked us if we would like to accompany him on a short trip.
3. We liked the Rhine and the cathedral of Cologne the best of all the things that we saw on our trip.
4. We have been here for a month, and are making good progress with the language.
5. The Rhine River is very important for Germany's trade.
6. When they were travelling up the river they went from one side of the boat to the other in order to see all the interesting things.
7. We were not allowed to stay in Nürnberg and Heidelberg as long as we wanted to.
8. The University of Heidelberg is one of the most famous universities in Germany. There are many students here.
9. I should be very glad if you could come to see me.
10. Nürnberg is a very old city, and contains many art treasures.
11. Munich has the best collections of both the new and the old art.
12. Our friends are expecting us at the station, and we shall see them there.
13. Goethe and Schiller, two great German poets, spent a great deal of time in Weimar. In the theatre there we saw Schiller's play "Wilhelm Tell."
14. At Potsdam is a small castle that was much beloved by Frederick the Great.
15. They succeeded in finding an empty compartment, and the train began to move as soon as they were seated.

V. *Lesen Sie und antworten Sie auf englisch.*

- (i) Jeden Morgen steht Hans um sieben Uhr auf. Letzten Freitag war er sehr müde und schlief bis Mittag, dann stand er auf und ging in die Schule. Wann ist er am Donnerstag aufgestanden?
- (ii) In unsrer Familie hat jedes Mädchen drei Brüder und jeder Knabe hat zwei Schwestern. Wie viele Kinder sind in der Familie?
- (iii) Der Wolf ist viermal die Woche zu dem Hofe gekommen und hat jedes mal drei Hühner gestohlen. Nach sechs Wochen hat der Bauer ihn gefangen und tot geschlagen. Wie viele Hühner hat der Wolf in der zweiten Woche gestohlen?
- (iv) Hans hat am Montag Morgen ein Buch aus der Bibliothek geholt und nach Hause gebracht. Das Buch hatte zweihundert Seiten. Jeden Abend las Hans darin, und am Freitag Morgen brachte er das Buch wieder zur Bibliothek zurück. Wie viele Seiten hat er jeden Abend lesen müssen?
- (v) Franz hatte seine Uhr vergessen. Da er nicht zu spät in die Schule kommen wollte fragte er Otto. Wieviel Uhr ist es "Otto antwortete, Die Schule fängt um neun Uhr an, und wir haben noch eine halbe Stunde Zeit. Wenn wir schnell

laufen, kommen wir noch bei Zeiten hin." Wie viel Uhr war es?

- (vi) Anna ist älter als ich, "sagte Marie. Sie feierte gestern ihren zwölften Geburtstag und ich werde erst nächstes Jahr so alt." Wie alt ist Marie?
- (vii) Helena geht gern mit dem Dienstmädchen auf den Markt. Jeden Morgen stehen sie früh auf, und um acht Uhr machen sie sich auf den Weg. Zuerst kaufen sie Fleisch und dann Gemüse, und um zehn Uhr kommen sie wieder nach Hause. Dann fängt die Köchin an, das Mittagessen zu bereiten. Zu welcher Tageszeit machen sie die Einkäufe?
- (viii) Gestern Abend machte ich wie gewöhnlich meinen einsamen Spaziergang in dem Stadtgarten an dem Fluss. Da traf ich meinen Freund Karl, und wir erzählten einander von unseren Ferienreisen vom vorigen Sommer. Wer begleitet mich des Abends auf meinem täglichen Spaziergang?

MADELINE LAKE, *East York C.I.*

GRADE XI EXAMEN DE ESPAÑOL JUNIO DE 1947

I. Contéstese en español a las preguntas siguientes (en frases completas):

- (a) ¿Cuántas horas hay en un día?
- (b) ¿Qué día de la semana es hoy?
- (c) ¿Cuáles son los puntos cardinales?
- (ch) ¿Cuántas estaciones del año hay?
- (d) ¿Cuál es la estación después de la primavera?
- (e) ¿Dónde está Albuquerque?
- (f) ¿Es Rito de los Frijoles el Palacio de los Gobernadores, una fiesta, un convento, una ruina o una montaña?
- (g) ¿Quién mató a fray Juan de Padilla?
- (h) ¿Cuánto es quinientos noventa y cuatro más treinta y cinco?
(Son . . .)
- (i) ¿Cuál es la diferencia entre "busco" y "buscó"; entre "pondrá" y "podrá"; entre "dieron" y "dijeron"; entre "comemos" y "comimos"; entre "vendre" y "venderé"?

II. Lléñense los espacios con la palabra correcta por "your":

- (a) ¿Es esto para usted o para—hermano?
- (b) ¿Vinieron—padres con vosotras?
- (c) ¿Tu debes estudiar—libro.

III. Dése lo contrario de: rico, nadie, pequeño, estrecho, después.

IV. (a) Escribanse estas frases, cambiando el infinitivo 1° al presente de indicativo, 2° al pretérito, 3° al imperfecto, 4° al perfecto, 5° al pluscuamperfecto, 6° al futuro, y 7° al condicional:

- (A) Yo (hablar) claro. (B) Nosotros (abrir) las ventanas.
- (b) Escribanse las seis formas del futuro de "ser" y del condicional de "estar."
- (c) Escribanse estas frases en el futuro en vez del presente:
 - (A) Me paseo por la calle. (C) Ella sabe la dificultad.
 - (B) No pueden hacerlo. (D) Tu aprendes a hablar mejor.
 - (E) Nosotros venimos temprano.

- (ch) *Escribanse las formas de mando con "usted" de "escuchar," "volver" y "decir"; y escríbase el imperativo (afirmativo) (segunda persona) singular y plural de los mismos tres verbos.*

V. *Complétense las frases siguientes con una palabra conveniente:*

- 1° Juan de Padilla era un—franciscano.
- 2° Nueva York es la ciudad más grande—los Estados Unidos.
- 3° No tenía ganas—reír.
- 4° Vive junto—la escuela.
- 5° Dicen que el cuerpo de Juan de Padilla sale una vez—año.
- 6° Hace nueve meses—estudiamos esta lengua.
- 7° Los otros acudieron—ayudarme.
- 8° Es preciso que—al hotel.
- 9° Creo que—posible entrar.
- 10° Yo *no* creo que—posible.
- 11° Las montañas se veían a—lejos.
- 12° Ésa es una buena manera de—una lengua.
- 13° Serían—once de la mañana cuando llegaron.
- 14° Encontré—Pedro apoyado en la pared.
- 15° Ellos *no*—partido todavía, pero—van a partir pronto.
- 16° Acabamos—escribir estas cartas.
- 17° Nos ha invitado—acompañarle.
- 18° No corren tan de prisa—tu.
- 19° He oído—que es muy grande.
- 20° Usted dice que Sevilla está en España, y—razón.

VI. *Complétense estas frases, traduciendo las expresiones entre paréntesis:*

- 1° Carlos es un amigo (of mine).
- 2° Ella me escuchaba (while) comía.
- 3° Vamos a atravesar (the bridge).
- 4° Van a (bring) sus tambores consigo.
- 5° Mi hermana está (upstairs) ahora.
- 6° Puedo (hardly) levantar la cabeza.
- 7° Su monumento es (a cross) sobre un montón de piedras.
- 8° El Brasil es un (country) grande.
- 9° (The sky) es azul.
- 10° Se sirven de (ladders) para subir.
- 11° Le interrumpo, pero él (keeps on) trabajando.
- 12° Llegarán en (the month) de agosto.
- 13° La casa estaba construida de (wood).
- 14° La iglesia estaba construida de (stone).
- 15° Los indios tenían los (arms) pintados de rojo.
- 16° No son felices: no quieren (to laugh).

WILLIAM BEATTIE, *Vaughan Road C.I.*

GRADE XII SPANISH, JUNE, 1948

(Time—2½ hours)

A (70 marks)

Tradúzcanse al español:

1. If my trunk were larger, it would hold all my books.
2. I should like you to write to me when you go to the country.
3. We are about to go to the station to meet some friends who are going to spend the holidays with us.
4. The train has just arrived. You must hurry or you will be late.
5. I received a letter from my cousin a month ago, but I don't know where she is now.

6. Do you like this book? I bought it for my mother. Would you like to finish it before I send it to her?
7. They are leaving for South America next week, and have asked us to accompany them.
8. The Alhambra is a Moorish palace in Granada. It was begun in 1248 and completed in 1554.
9. One cannot learn a language unless one studies a great deal. We have been studying Spanish for two years.
10. Tell the children to wash their hands and faces when they come into the house.

B (35 marks)

- I. *Escribanse sinónimos de* (1) desear, (2) habitación, (3) responder, (4) empezar, (5) preciso, (6) bonito, (7) esposa, (8) rostro.
- II. *Escribanse el contrario de* (1) grande, (2) mucho, (3) abrir, (4) vivo, (5) blanco, (6) acostarse, (7) delante de.
- III. *Usense las locuciones siguientes en oraciones breves:*
(1) volver a, (2) tratar de, (3) es lástima que, (4) al entrar, (5) no cabe duda.
- IV. *Substituyanse cada sustantivo por un pronombre personal:*
(1) Envíe Vd. las camisas al señor.
(2) Va a dar un traje a su hijo.
(3) El dependiente vendi el libro a mi hermano, no a mi hermana.
(4) ¿Quiere Vd. explicar la lección a los alumnos?
(5) Juan busca a su hermano.
- V. *Escribanse en el imperativo formal:*
(1) Abre la puerta. (2) Salid de aquí. (3) Vístete ahora.
(4) Sentaos aquí. (5) Hazme un favor.

C (15 marks)

- I. *Escribanse la primera persona singular del presente de* (1) encontrar, (2) oír, (3) saber, (4) conocer, (5) valer.
- II. *Escribanse la tercera persona plural del pretérito de* (1) tener, (2) leer, (3) dormir, (4) ser, (5) querer.
- III. *Escribanse la primera persona plural del futuro de* (1) haber, (2) salir, (3) poner, (4) hacer, (5) querer.

D (60 marks)

(A NEW SPANISH READER)

Contéstense en español:

1. ¿Qué es una zapatería?
2. ¿Quién entró en la zapatería?—¿Por qué? (El Colegio de Noncellas Nobles).
3. ¿Qué es un huérfano?
4. ¿Qué esperaban hacer los dos huérfanos en casa de su tía?
5. ¿Por qué entraron en un café? (El Cabeza de Familia).
6. ¿Dónde vivía el vigía?
7. ¿Por qué se fué a tierra firme?
8. ¿Qué hombres le esperaban? (La Niña del Vigía).
9. ¿Cuáles fueron las palabras del esposo que ofendieron a su mujer? (Los Zapatos Viejos).
10. ¿Qué tontería hizo el abuelo Antonio?

11. ¿Por qué pensaba la gente que el abuelo Antonio era rico? (La Cachiporra).
12. ¿Dónde habían dejado los padres a Quiqueta?
13. ¿Dónde estaba el nido del águila?
14. ¿Dónde encontró Francisco a su niña? (Entre el Cielo y la Tierra).
15. ¿Por qué se hallaba Miguel casi sin dinero?
16. ¿Qué proposición le puso el diablo? (La Nobleza de Marta).
17. ¿Quién era Bernardo?
18. ¿Por qué estaba en el armario?
19. ¿Por qué pensó don Tadeo que había ladrones en la casa?
20. ¿Cómo salió de la casa Bernardo? (El Lugareño en Madrid).

E (20 marks)

El Cid, Ruy Díaz de Vivar, es el héroe nacional de España, el cual al fines del siglo XI ganó la ciudad de Valencia de manos de los moros. Hoy conocemos la historia del Cid por medio de las antiguas crónicas. Hay un poema épico del que el Cid es el héroe y también muchos romances (ballads) que tratan de episodios de su vida. El Cid representa las virtudes del caballero medieval: es leal, valiente y fuerte. Es buen padre de familia; ama a su mujer y a sus hijos. Aunque, como buen vasallo, es leal al rey y siempre le ofrece la quinta parte de lo que ha ganado de los moros. No teme al rey; se puede decir que se considera como su igual. Así se nos presenta, en medio de la época feudal, la figura del Cid, caballero y demócrata.

Contéstense en español:

1. ¿Cuándo vivió el Cid?
2. ¿En qué guerra se distinguió?
3. ¿Cómo conocemos la historia de su vida?
4. ¿Qué ideal representa el Cid?
5. ¿Cuáles son las virtudes más importantes del caballero medieval?
6. ¿Cómo mostró su lealtad al rey?
7. ¿Por qué se puede decir que el Cid es demócrata en medio de la época feudal?
8. ¿Qué quiere decir (a) un siglo (1.2); (b) los moros (1.2); un poema épico (1.4).

(Total: 200 marks)

Examination based on *Curso Práctico de Español* para Principiantes (Winston Press) and *A New Spanish Reader*

—MISS K. M. ASMAN, *St. Mildred's College*.

A SUMMER COURSE IN SPANISH

In view of the interest in the Spanish language and culture, indicated by rising enrolments in Spanish in Canadian schools and universities and by Canada's increasing trade and government representation in Spanish-speaking countries, a beginners' non-credit course in Spanish is being offered for the first time in the 1948 Summer Session of the U. of T. from Monday, July 5, to Friday, August 13.

This course, for those who have had little or no Spanish before, will consist of pronunciation, grammar and oral practice, and the reading of Spanish and Spanish-American authors, with attention paid to other aspects of Spain's cultural wealth.

The course will be under the direction of Professor Emilio Goggio, Head of the Department of Italian and Spanish at the University of Toronto.

A REFRESHER COURSE IN GERMAN



A refresher course in German is being planned, to take place between the closing date of school and the beginning of marking the Upper School examinations.

Members of the Department of German of the various universities in Ontario have kindly agreed to do the work of instruction. This year the course will be undertaken much as an experiment, an adventure into new fields, but it is felt that next year the Department of Education may lend its support to the project.

The course is designed primarily to give teachers of German an opportunity for practical work in composition and literature in the mornings, and in conversation in the afternoons. The evenings will be devoted to organized entertainment of an instructive kind.

The teacher students will be in residence at Waterloo College, and all conversation during the course is to be in German.

It has been suggested that those taking the course might possibly arrive at the College on Sunday, June 27th, so as to be ready to begin work on Monday, June 28th, and carry on through Saturday, July 3rd.

Each member of the course will be required to pay a five-dollar tuition fee. (This will defray the expenses of the staff, who are actually giving their services free). The cost of room and board at the College for the week will be about eighteen dollars.

Would anyone interested in this course please get in touch with Miss Nellie King, 267 Kent St., Lindsay, Ont., as soon as possible?



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THE EASTER CONVENTION

(extracts from the proceedings)

The Easter meeting was interested in hearing the results of the questionnaire on Upper School French Examinations incorporated in President Leduc's address.

Professor Girard's speech in French on the Development of Modern Language Teaching in the United States was most interesting. We applaud the increase in the length of time for study, the emphasis on the oral and practical work, and their modern outlook.

Mr. W. A. Stickland's lesson from *Contes Dramatiques* with a Grade X class was a remarkable achievement. Hardly any English was used, even in a class which was not a brilliant one.

The suggestion of Dr. Goldstick, supported by Dr. Andison, regarding an "abonnement de soutien" for the *Review*, has resulted in the establishment of an Emergency Fund of \$262.00.

Dr. Althouse's luncheon address analyzed the groups in our classrooms, and ended by reminding language teachers of their privilege to be door-keepers between nations.

Wednesday's Spanish paper resulted in an afternoon meeting of Spanish teachers, at which the common problems of university and secondary school teachers of Spanish were discussed.

Dr. Goldstick's German lesson was a most successful experiment. The pupils were from North Toronto C.I., the teacher, from London Central.

THE SPRING EXECUTIVE MEETING

At the Spring Executive Meeting, the appointment of Miss Marie Stock, of McMaster University, to the Editorial Board of the *Review* was confirmed.

Miss K. Russell, Sudbury, will again convene the Membership Committee; Dr. C. E. Lewis heads the Resolutions Committee; and Mr. L. H. Corbett will continue to direct the Committee on Co-ordination of Courses.

A new committee is being arranged to prepare reports on books found useful for various types of reading.

Requests have been received to have the resolutions given a more prominent place on the Easter program, with a longer time for discussion. Plans are under way for a feature of interest to Spanish teachers. With a view to increasing attendance at the Annual Convention, we have asked the Executive Committee of the O.E.A. to consider the advisability of holding section meetings on Thursday and Friday of the Easter vacation.

-
1. That the O.M.L.T.A. urge the Department to require that in future editions of grammar text-books the vocabularies shall include phonetic transcriptions for the foreign words and that there shall be concise notes on pronunciation.
 2. That, since only a few schools have the opportunity to listen to the French language broadcasts, the Department be urged to supply phonograph records of the broadcasts free, or at a very low rate, to all schools concerned.

3. That the Department be urged to request principals to give teachers one period a day for clerical work, marking tests, and lesson preparation.
4. That the O.M.L.T.A. urge the Department to request the examiners-in-chief not to use the *précis* type of question on the Grade XIII examinations in Modern Languages as being unsuitable for students at this stage of study.
5. That the O.M.L.T.A. urge the Department to see that the composition examinations are based directly on the prescriptions and the prescribed texts.
6. That, as the official organization of the Modern Language teachers of Ontario, we request the privilege of appointing representatives to the committees of the Department which organize the courses and select the text books.
7. That these representatives be chosen by the O.M.L.T.A. in co-operation with the O.S.S.T.F.

BOOK REVIEWS

How to Learn a Language. By Charles Duff. 148 pages. Price \$1.35. Toronto, Copp Clark, 1947.

This book tackles the problem of languages from the learner's standpoint. The author has had great experience with his subject, having been Interpreter in six languages during the first World War, Press Officer in the Foreign Office, and a teacher of teachers at London University. He addresses his book to "language learners, potential language learners and primarily to beginners." In the first part he urges a new approach to language learning. He feels that students who wish to become "practical linguists" should learn a basic vocabulary, a minimum of grammar (leaving intensive study of this until they can make themselves understood) and, above all, a fairly good pronunciation, for without this the first two are of little value. To decide what should form a basic vocabulary, the student should imagine situations he might experience in a foreign country and learn the words necessary to deal with such situations. The merits and shortcomings of aids to learning (gramophone, radio, movies, newspapers, etc.) are discussed at some length.

In part two, the author presents his "Practical Guide to Foundation Material," beginning with the vocabulary needed to ask the time, ask one's way, order a meal, etc., essential verbs, nouns and other parts of speech. This is followed by the "bare minimum" of grammar, and finally a resumé of the important ideas already stated. The appendices contain a lesson on the Russian alphabet, a few ideas about Chinese, and a bibliography of general books on languages.

Throughout, there are references to the better-known European and Asiatic languages, and even to certain tone languages of Africa. Every reader may not agree with all that is said, but a careful reading of the book will help him to clarify his own ideas on the subject, and will, without a doubt, broaden his knowledge of language in general.

M. F.

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Causeries Caran D'Ache. Arranged by W. H. Anstie, with 112 drawings by Caran D'Ache. 146 pages, with paper cover. Price 50 cents. G. Bell and Sons, London, Eng. Clarke, Irwin.

This book contains material for eleven stories. It has a distinctly novel plan:

There is no French text with the "stories," but each right-hand page has two drawings to illustrate certain events; and the page facing those two drawings has the French words necessary for telling the events. English meanings are not given, although occasionally a difficult French expression is explained in French. For the first story, *The Lion Hunt*, there are ten pages of French words and phrases, with the corresponding ten pages of drawings. The *Questionnaire* at the end of the book is adequate.

This book is for class use, not for independent study by the pupil. It is suitable for an advanced class in Grade XII, or for an average class in Grade XIII. Even if a teacher feels that he cannot use this book with his class, he will find that a study of it will suggest some new methods of dealing with his old material. F. A. W.

La Pomme D'Or, by J. Mathewson Milne. Price 85 cents. 115 pages. Methuen & Co. Ltd. The Book Society of Canada.

This book contains three stories drawn from classical mythology: the *Golden Apple*, *Hector of Troy*, and *Queen Dido*. The author points out in his preface that these stories "are treated imaginatively, though the main outlines of the original are retained.

The book has apparently been planned as an intensive reading text, with considerable emphasis on English-French translation. At the end of each chapter (there are seventeen) is a set of four exercises: (1) ten "questions orales"; (2) ten sentences for translation into French; (3) a continuous prose paragraph of eight or nine lines for translation into French; and (4) ten sentences on some grammatical exercise (verb tenses, masculine to feminine, nouns to pronouns, etc.).

In our schools it could be used for supplementary reading in Grades XI or XII. A disadvantage, however, is the small vocabulary included with the book. The author assumes a fairly extensive knowledge of the common words, and includes only the less common ones in the vocabulary. One page chosen at random (page 59) has the following words which are not given in the vocabulary: la vieillesse, malgré, l'amour, entreprendre, bouger, matinal, le fantôme, la pâleur, immobile, autour de, par hasard, flotter, émacié, refléter, tandis que, chercher à, le trou, inégal, au dépourvu, l'endroit, le pouvoir, le roi, le remords, tuer, n'importe, répliquer.

W. A. STICKLAND.

For Class Work. The Holt Spoken Language Course, sponsored by Clarke, Irwin, Toronto, encourage group learning. The opportunity afforded the student for spaced repetition and drill stimulates the competitive spirit, arouses interest and enlivens the class.

Teaching Modern Languages to Adults. By C. Y. Ball, B.A. (Oxon.) 79 pages. Price 75 cents. Toronto, Clarke, Irwin, 1947.

This little book contains many useful suggestions for the effective teaching of a modern language, not only to adults, as the title might imply, but also to young students. Most experienced teachers will have tried many of the suggestions offered, but to a newcomer to the profession, this booklet should prove a real friend, containing as it does practical hints from one who has had years of experience in teaching. The author discusses, among other things, the introductory lesson, planning a course, grammar review, the building of a useful vocabulary, free composition, translation, dictation, and teaching aids. No topic is dealt with at very great length, but the ideas expressed are sensible. The following statements, found in the final chapter, are an example of the author's common-sense approach to the subject: "The Direct Method has been held up as the ideal to aim at because it leads most quickly to a speaking and understanding knowledge of the foreign tongue." And following a sentence suggesting the use of English occasionally to explain grammatical difficulties, is this statement: "The writer has no wish to be dogmatic, but he feels strongly that anything which tends to slow up self-expression and to encourage translation to reach understanding should be avoided." An excellent bibliography concludes the book. The amusing illustrations are by Bruce Roberts.

M. F.

A French Review Grammar, by Carter and Rowe. 293 pages. Price \$2.25. The Ronald Press Company, New York, 1948.

This is without a doubt one of the better review grammars. In its eighteen chapters it offers, in concise form, all the grammar that matriculation students need to know, with every point clearly explained and well illustrated by good examples and many exercises. The first fifty pages are devoted to verbs—one chapter for each conjugation, treating fully the formation, meaning, and common uses of the simple tenses; one chapter for all compound tenses and agreement of past participles, and finally a chapter on idiomatic uses and translations of certain tenses. The exercises are varied in type. The next seven chapters are based on other parts of speech, singly or grouped where grouping may help to avoid confusion, as in the case of possessive adjectives and pronouns which are set forth in parallel columns with their translations. Then the authors return to verbs for a more thorough treatment of some tenses and of the subjunctive. All explanations are in English. In addition to the grammar there are lists of idiomatic expressions in every chapter, and, starting with Chapter V, a passage of French followed by questions on content, expressions to memorize, and subjects for conversation. Some of the latter are somewhat too advanced for the vocabulary of an average high school student, but many could form the basis of amusing discussions with a good class.

Part II of the book consists of a concentrated review of over thirty irregular verbs. Each unit, about two pages long, gives the tenses of two or three verbs, idioms using these verbs, and numerous sentences for translation into French and into English. A more systematic review and reference grammar would be hard to imagine.

M. F.

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FRENCH NIGHT—PORT HOPE HIGH SCHOOL

On April 21st my French Club sponsored a French night, to which every grade in the school contributed something. The Upper School did two plays, "Mots-Croisés," from the *Cours Moyen*, and "Bonne à Tout Faire," a play by Professor Finch, published in the *Review*. Grade XII did seven scenes from "Les Deux Timides." The French Club gave a French version of "Cinderella," with costumes and a menuet in the ballroom scene. Grade XI had an informal sing-song of popular songs, "Le Soleil a Rendez-vous avec la Lune," "Le Rêve Passe," "Parlez-moi d'Amour," and "Ma Mère m'Envoie au Marché," in which two boys and a girl sang solos. These songs were linked together by dialogue, forming a little play. A Grade XIII boy summarized each play in English before it was acted.

Grade X boys played a game of Bingo, and Grade X girls sang the old French waltz, "Coucou," in two parts. This was the hit of the evening. One Grade IX presented a game, "Madame Veut sa Toilette," which amused the audience greatly, and each of the three IX's sang a song. There were also two solos, "Je T'ai Donné Mon Cœur" and "La Tristesse," from Chopin.

Needless to say, this was a formidable amount of work, but the success of the venture made it worth while. To anyone contemplating such an evening, I'd say, "Allez-y. C'est à devenir fou, mais il vaut la peine."

LOTHE R. HAMMOND

Brief French Review Grammar and Composition, by Adams and Lyons. 179 pages exclusive of vocabulary. Price \$1.65. Clarke Irwin, Toronto, 1938.

This book, like most review grammars, contains the essentials of grammar with suitable examples of each rule. But what is unusual about the book is its method of presenting French idioms. Each of the ten lessons in Part One contains a section called "Idiom Practice," in which an amazingly large number of common idiomatic expressions are worked into a short story or conversation. It is not unusual to find twenty-five idioms in twenty lines of French. This is certainly a more interesting and effective way of learning these expressions than the customary memorizing of lists in a vocabulary. The only drill on the grammar is combined with drill on these idioms in sentences for translation into French.

Each lesson in the first half contains also a French passage, averaging two pages in length, composed by the authors and concerning a journey to France made by three young Americans. This provides information about France in simple idiomatic language. Questions in French and a long prose passage for translation accompany each selection.

In Part II there are short passages taken from the works of modern French authors—Saint-Exupéry, Maurois, Gide, Romans, and others. These, too, are followed by questions in French and prose passages. An appendix contains lists of numerals, possessive adjectives, verb forms, and other such items as are needed for quick reference. M. F.

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Pour mieux enseigner l'anglais, by Frère Léopold Taillon c.s.c. M.A., B.Paed. Price 75 cents. Editions de Psychologie et de Pédagogie, Montréal.

Brother Léopold Taillon, who is Director of the School of Pedagogy at St. Joseph's University, N.B., sets himself the task of answering the following question: Why, how, and to what extent is it useful and profitable to use the mother tongue of the pupil in teaching a second language?

His attitude to the direct method may be judged from the following: "Que ne s'est-on avisé en 1920* que l'Europe avait depuis longtemps soupé de la méthode directe. Dès 1900, toute une école de pédagogues français se refusait à gober cette recette allemande."

The author recommends a method based on the study of texts in the second language which provide material for "thèmes d'imitation." He claims that his "méthode mixte" has the advantage of shifting the centre of gravity of the class towards the pupil.

It is interesting to note that he is no believer in appeasement, insofar as the study of verbs is concerned.

Teachers who are familiar with the strain imposed upon them by the exclusive use of the direct method, will read with interest the dialogue in Chapter VII between an exponent of the direct method and a colleague who pins his faith to the "méthode mixte."

A sincere attempt is made to provide a solution to the main problem which faces all teachers of languages.

*Date of the adoption in Montréal of the series "La Classe en Anglais" in which the direct method is advocated.

H. E. J.

THE EMERGENCY FUND

At the annual convention of the O.M.L.T.A. an Emergency Fund was established to ensure the continued publication of THE CANADIAN MODERN LANGUAGE REVIEW, which has now completed its fourth year of service to teachers of Modern Languages. The response to this appeal has been more than gratifying—108 teachers contributed to the fund, which has now (as of May 13) stands at \$272.00. In addition, the "Review" has gained some 90 NEW subscribers, and renewals are coming in months ahead of time. We are deeply grateful to all the friends of the "Review" for their enthusiastic and generous support. Contributions will be accepted up to the end of June, and the names of the latest contributors will be listed in the Fall number of the "Review."

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